


SWEET BRIAR COLLEGE



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Bulletin
Sweet Briar
College

Catalog
Issue
1980-81



Sweet Briar

Academic Calendar 1980-81

Fall Term 1980

September

6 Saturday	Arrival of new students
9 Tuesday	Registration Opening Convocation
10 Wednesday	Classes begin

October

8 Wednesday	Founders Day
11 Saturday	Parents Day (Sophomores and Seniors)

November

22 Saturday	Thanksgiving recess begins at 8 a.m.
30 Sunday	Thanksgiving recess ends

December

12 Friday	Classes end at 5:30 p.m.
13-14	Reading days
15-19	Examination period

Winter Term 1981

January

4 Sunday	Christmas vacation ends
5 Monday	Winter term begins
28 Wednesday	Winter term ends at 5:30 p.m.

Spring Term 1981

February

2 Monday	Spring term begins
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March

14 Saturday	Spring recess begins at 8:00 a.m.
22 Sunday	Spring recess ends

April

11 Saturday	Parents Day (Freshmen and Juniors)
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May

6 Wednesday	Classes end at 5:30 p.m.
7 Thursday	Reading Day
8-13	Examination period
16 Saturday	Baccalaureate Service
17 Sunday	Seventy-second Commencement



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Sweet Briar College

Sweet Briar College offers a rigorous, broadly based education in the liberal arts, which develops the clear thinking, independence, and adaptability necessary for dealing with the challenges and uncertainties of contemporary society. Such education, we believe, is the best preparation for whatever career a woman may choose, be it in business, the professions, or the arts, as well as for a full and rewarding personal life.

The new generation of women has unique needs and aspirations, which, as a woman's college, Sweet Briar is particularly geared to serve. Here, in a supportive, friendly environment, a woman can learn who she is and what she wants to do; she can become more assertive, if need be; and she can develop the maturity and self-confidence she will require to achieve her goals after graduation.

Approximately 700 women, from 35 states and 17 foreign countries, are enrolled at Sweet Briar, and of these some 40 to 50 study abroad or on another campus for all or part of the academic year. It is a diverse group of individuals whose interests range from art and architecture to mathematics and engineering, from the environment and ecosystems to Asian politics and international business.

The faculty is excellent and the academic program is strong. The unusually favorable student/faculty ratio of 9:1 means that students receive personal attention, direction and encouragement from their professors. In fields where the Ph.D. is the accepted standard of competence, some 93 percent of the full-time faculty hold that degree. Many are established scholars, with numerous books and articles to their credit, and others are practicing professional artists.

The primary concern of this faculty is undergraduate teaching, however, and they have been nationally recognized as forerunners in the development of such new interdisciplinary programs as those in Asian Studies, Environmental Studies, and European Civilization.

Sweet Briar was also one of the first women's colleges to offer dual-degree programs in engineering and business. Its Junior Year in France is the oldest, most-prestigious, and largest college-sponsored program abroad, attracting serious students from colleges and universities all over the country.

Academically, standards are high and a Sweet Briar degree is widely respected. As a result, our graduates are accepted by leading graduate and professional schools and go on to become successful in many fields and occupations.

Student life is enriched by an extensive program of free lectures, concerts, dance and theatre performances, art exhibits, and films, which in themselves could be considered a liberal education. Participation in competitive sports — hockey, lacrosse, tennis, swimming, riding, golf, basketball, and volleyball — and in individual athletic activities is encouraged. Men from nearby colleges are frequent visitors on campus, and the social calendar is full.

The College is set in the midst of lovely rolling meadows and woodlands, against the backdrop of the Blue Ridge Mountains. The beauty of the landscape, of itself compelling, contributes to an environment which encourages growth, confidence, and independence.

Sweet Briar 1901-1980



Sweet Briar College was founded in the first year of this century by Indiana Fletcher Williams in memory of her only daughter, Daisy, who died in 1884 at the age of sixteen. Mrs. Williams was a daughter of Elijah Fletcher, who came to Virginia from Ludlow, Vermont, in the early years of the nineteenth century and taught school in Amherst County. Later he moved to Lynchburg where he owned and published a newspaper, became a civic leader, and amassed large holdings of land as well as a considerable fortune.

At the time of Mrs. Williams' death in 1900, her estate consisted of more than 8,000 acres of land, including the Sweet Briar plantation, and over half a million dollars. Under the terms of her will, the Trustees were directed to incorporate an educational foundation in the state of Virginia, to establish it as a perpetual memorial to her daughter, and to turn over to it all property left to them in trust.

It was Mrs. Williams' desire, according to the following excerpt from her will, that *"it shall be the general scope and object of the school to impart to its students such education in sound learning, and such physical, moral, and religious training as shall in the judgment of the Directors best fit them to be useful members of society."*

The first Board of Directors determined that the College should be free from denominational control and that it should maintain the highest academic standards, uniting classical and modern ideals of education.

Sweet Briar College opened formally in September 1906, with 51 students, including 15 day students. Its A. B. degree, granted for the first time in 1910, was soon accepted for graduate work in leading universities of the country.

By 1921, Sweet Briar held membership in the Southern Association of Colleges and Secondary Schools, the American Association of University Women, and the Ameri-

can Council on Education, and was approved by the Association of American Universities. Sweet Briar is accredited by the Department of Education, Commonwealth of Virginia, and is a member of the College Entrance Examination Board, a contributing member of the American School of Classical Studies at Athens, and affiliated with the Intercollegiate Center for Classical Studies in Rome. The College offers courses leading to teacher certification in Virginia and 29 other states at both the elementary and secondary level. The Music Department is approved by the National Association of Schools of Music. Its chapter of Phi Beta Kappa is the Theta of Virginia, authorized in 1949.

In May 1927, a Board of Overseers was established. It consists of seven Directors and additional members elected by the Directors for four-year terms. The active oversight of the College is in the hands of this larger board whose decisions are submitted to the Board of Directors for ratification. Alumnae representation on the Board of Overseers was instituted in 1934. Through a policy adopted in 1973, each graduating class now elects one of its members to serve a special two-year term on the Board of Overseers.

In 1978, the Virginia Center for the Creative Arts became affiliated with Sweet Briar as a year-round artists' colony situated at Mount San Angelo, a nearby estate belonging to the College.

Sweet Briar's first five presidents were women. Dr. Mary K. Benedict held the office from the opening in 1906 until 1916. Dr. Emilie Watts McVea served from 1916 to 1925, Dr. Meta Glass from 1925 to 1946, Dr. Martha B. Lucas from 1946 to 1950, and Dr. Anne Gary Pannell from 1950 to 1971. Dr. Harold B. Whiteman, Jr., began his administration as sixth president of the College in 1971.



Many gifts, special endowments, and bequests have greatly strengthened the college. Chairs have been established in government, chemistry, physics, ecology, philosophy, psychology, religion, and international affairs, and there are additional special professorships in economics, English, and Spanish.

The Campus

Sweet Briar College is fortunate in having an unusually beautiful setting, with a spacious campus covering 3,300 acres in Central Virginia, just east of the Blue Ridge Mountains. Meadows, woodlands, and two small lakes enhance the beauty of this area and provide exceptional opportunities for ecological studies as well as recreation.

To present a harmonious appearance, the Georgian architecture of the first college buildings, designed by Ralph Adams Cram and constructed of red brick with white columns, has been retained with modifications in those of more recent date. Today the College consists of 25 major buildings and a number of others which serve the needs of the community.

Sweet Briar House, the plantation home of the Fletcher and Williams families, is the President's house. The oldest building on campus, it has been designated a Virginia Historic Landmark. Its gardens contain some of the finest boxwood in this country and a number of rare trees and shrubs.

The Mary Helen Cochran Library, opened in 1929, was given by Fergus Reid in memory of his mother. Additional space was provided in 1967 with the opening of the *Charles A. Dana Wing*, named for a benefactor of the College. The library collection includes more than 177,000 volumes, with additional holdings in microprint and microfilm and a current periodical list of over 800 titles, American and foreign. Special collections are shelved in the Fergus Reid Rare Book Room, the Fanny B. Fletcher Archives Room, and the Kellogg Education Laboratory Library. The Academic Advising Center is located on the main floor near the Browsing Room.

Benedict (1906), the original academic building, is named for the first president, Mary K. Benedict. Recently renovated, Benedict's classrooms and seminar rooms, faculty offices, language laboratory, and small *Tyson Auditorium* provide some of the best and most modern educational facilities available.

Named for the founder's family, *Fletcher* (1925) houses the offices of the President,

the Dean, the Vice President and Treasurer, and other administrators, as well as a number of classrooms and faculty offices.

The *Connie M. Guion Science Building* (1965) contains classrooms and laboratories for the departments of biology, chemistry, physics, mathematics, and psychology, a lecture hall which seats 180, the Science Library, and the Computer Room.

Extensive scientific facilities and equipment are available to students in the Guion Science Center. A partial listing follows:

- Biology. A fully equipped greenhouse, plant-growth chambers with complete environmental control facilities, a photographic darkroom, a Warburg respirometer equipped for studies of photosynthesis, a vapor pressure osmometer, electronic recording systems for physiology, a walk-in cold room, and equipment for field studies in ecology.

- Chemistry. A Perkin-Elmer ultraviolet-visible scanning spectrometer, KIM 1 microprocessors for interfacing with instruments and learning how computers function, and apparatus dealing with atomic absorption, nuclear magnetic resonance, and magnetic and infrared susceptibility.

- Computer Science. Much of the computer hardware is under the aegis of the Mathematics Department and is available for use by all students. The peripheral equipment for the DEC-2040 computer includes DEC-writers, two Tektronic graphic terminals, and an X-Y plotter which produces two- and three-dimensional graphs, and a "smart" video terminal. In addition, there are seven micro-computers.

- Physics. Equipment for the study of nuclear radiation, as well as very sophisticated equipment for use in the detection and analysis of sound and light waves. The Physics Department also makes extensive use of video-tape recording and playback equipment in instruction.

- Psychology. Facilities include modern and spacious laboratories with observation cubicles equipped with one-way screens. There is an excellent animal room, fully air-conditioned and equipped with modern



cages. Additional facilities include a multi-channel polygraph, a variety of memory drums, a 3-channel electronic tachistoscope, and three sound-attenuating isolation chambers, as well as operant conditioning chambers with automated reinforcement for small animals.

The Mary Reynolds Babcock Fine Arts Center (1961) includes a 650-seat proscenium theatre with a permanent plaster cyclorama, fly gallery, light bridge, two-scene preset century board, and fully-equipped scene shop.

Five practice studios are equipped with Steinway grand pianos, a piano classroom houses six small uprights, and the Babcock stage has a Baldwin concert grand.

The Studio Art Department has painting, drawing, and print studios in Babcock. The print studio has equipment for every printing process known to the history of art, including a vacuum table for photolithography, silk screen, and etching; a Brand lithography press; a Brand etching press; a combination press, and a Bessler enlarger. A photographic darkroom equipped with five Omega enlargers is located in Hill House and a fully equipped ceramic studio is located in the Station House.

Babcock also houses slide/lecture rooms, a 2,500 LP record collection, a library for the art and music collection, listening rooms, the Writers' Workshop, classrooms, and faculty offices.

Six of the eight residence halls are named for early members of the Board of Directors: *Gray* (1906), *Carson* (1906), *Randolph* (1908), *Manson* (1910), *Grammer* (1912), and *Reid* (1925). Another, *Dew* (1956) is named for the first treasurer, and the most recent, *Meta Glass* (1962), honors the third president of Sweet Briar. In addition to accommodations for students, the dormitories contain common rooms, kitchenettes, and apartments for resident counselors, who are faculty or staff members. Students also occupy two smaller houses. A dining facility is located in the *Refectory* (1906). A 19,000 square-foot renovation and addition to *Meta Glass* will house a modern dining facility



opening in the fall of 1981.

The Daisy Williams Gymnasium (1931) contains facilities for physical education classes and indoor sports, including squash courts, two dance studios, a universal gym, a whirlpool, and video-tape equipment. For organized sports and recreation there are hockey and lacrosse fields, 14 tennis courts, and a paddle tennis court; a lake for boating and swimming and a boat house with a lounge and sun deck, and an outing cabin two miles from the College.

The Elizabeth and Charles Prothro Natatorium (1976) provides a 25-meter pool with six lanes which meets all NCAA requirements, and a spectator gallery.

Headquarters for the riding program are in the *Harriet Howell Rogers Riding Center* (1971). Its features include an indoor arena measuring 300 by 120 feet, 59 box stalls, an adjoining arena with 12 turn-out paddocks, three rings, and a field with access to extensive riding trails and paneled cross-country and hunter trial courses.

The Harley Student Health Center (1925), named for the first college physician, contains the physician's office and examining room, nurses' quarters, and rooms for inpatients.

Religious services are held in the *Sweet Briar Memorial Chapel* (1966), which has a three-manual Holtkamp organ. It also serves as the setting for concerts. A small chapel, several faculty offices, seminar rooms, and a chorus rehearsal room are located in the building. Also housed in the Chapel is the

Sweet Briar Museum, which contains mementos of the Fletcher and Williams families, founders of the College; alumnae memorabilia; period clothing and furniture; and artifacts of plantation life.

The Book Shop (1961) carries an excellent selection of general interest books as well as textbooks and supplies. In addition, it has a sportswear department and gift shop.

Members of the community and guests enjoy the *Cornelia and Edward Thompson Wailes College Center*, opened in 1970, which includes lounges, game and party rooms, and the popular *Bistro*, where students and faculty meet for food, beverages, and informal gatherings.

Mount San Angelo, the neighboring estate owned by Sweet Briar, is the home of the Virginia Center for the Creative Arts (VCCA), the only artists' colony affiliated with a college. VCCA fellows work in modern studios located in Brittany-style stables.

Other campus buildings and facilities include the *Nursery School and Kindergarten* (1953), *Information Center*, *Post Office*, the *Alumnae House* (1929), and the old *Sweet Briar Railroad Station* (1906), which now serves as a ceramic studio.

The Tri-College Computer Center, which serves Sweet Briar College, Randolph-Macon Woman's College, and Lynchburg College, has a new DEC-2040 computer system with advanced capability, which is available for instructional use and for faculty and student research projects.

Academic Program

SWEET BRIAR'S MISSION

Sweet Briar is a four-year independent college whose aim is to prepare women to be active, responsible members of society. A foundation in the liberal arts is essential to this end. Study of the liberal arts enhances the development of critical thought, leads to independence, and allows the mature adult to continue to learn long after leaving Sweet Briar.

The College believes that clear thinking and adaptability are best fostered by a broad study of those disciplines that teach one to view one's experience in wider contexts, to appreciate the achievements of the past, to derive satisfaction from the arts, to understand the methods and major theories of science, and to communicate with precision and cogency.

Moreover, the College seeks to provide an environment that encourages physical well-being, moral awareness, sensitivity to others, responsibility for one's actions, and the assumption of leadership and personal initiative — qualities enabling the graduate to enjoy life in humane community.

While recognizing the distinctive qualities of womanhood, the College believes that excellence knows no gender. Sweet Briar remains a woman's college in order to devote all its resources to the education of women in the full range of the liberal arts, including those subjects and responsibilities that have all too often been defined as male domains.

The faculty teaches individuals on a human scale. In small classes, students receive the attention that encourages self-confidence and improvement of skills for life and livelihood.

A sound foundation in the liberal arts will benefit the graduate for a lifetime, by providing the adaptability, the communication skills, and the experience in independent problem-solving which are demanded of any woman today. As an independent college, Sweet Briar possesses the freedom to respond appropriately to the many challenges facing higher education in a rapidly changing world.

CURRICULUM

The Sweet Briar curriculum reflects the conviction that a student should achieve depth in some field of knowledge, and should have a critical appreciation of the ways in which knowledge is gained. An educated person should have an informed acquaintance with (to adapt the language of Dean Henry Rosovsky of Harvard):

- The mathematical and experimental methods entailed in the study of the physical environment, and the major theories and limitations of the natural sciences;
- The main forms of analysis and the historical and quantitative techniques needed for investigating the development and workings of modern society;
- The important scholarly, literary, and artistic achievements of past and present;
- The major religious and philosophic conceptions of man;
- A culture outside the bounds of classical Western culture.

REQUIREMENTS FOR THE DEGREE

Sweet Briar College confers one degree only, the Bachelor of Arts. The faculty assumes that a student who chooses to study at Sweet Briar understands that she has elected to come to a liberal arts college and that earning its degree entails certain breadth in her choice of courses. Sweet Briar requires that the holder of its degree have adequate knowledge of language, humanities, science, arts, and the social studies, and that she be aware of both the problems of the modern world and the heritage of the past. The student should plan her academic program to cover these areas of knowledge, as well as to fulfill her particular needs and interests.

To be eligible for the degree, a candidate must be enrolled as a full-time student at Sweet Briar for a minimum of two academic years, including the senior year, and must present for the degree not fewer than 19

units earned at Sweet Briar. The usual degree program covers four years, but a student with the permission of the Executive Committee of the Faculty may complete it in as few as three years or as many as five.

Every candidate for the degree is expected to complete at least 38 academic units, including specific and general requirements and requirements for the major. Two terms (four quarters) of physical education are required. The student must have a minimum cumulative credit ratio of 2.000 (the equivalent of a C average), and the same credit ratio in the major subject, counting all courses credited to the major. Each senior must pass a comprehensive examination in her major subject or complete a senior thesis or comparable project as determined by the department concerned.

From 3 to 5.5 units of academic work may be taken in each fall and spring term without special permission. Work for credit must be carried in at least three winter terms. A minimum of 2.5 winter-term units is required for graduation. With the permission of the College, secured in advance, a student may substitute an appropriate course of study elsewhere for a winter term at Sweet Briar. To carry fewer than 3 or more than 5.5 units in the fall and spring terms, the student must have special permission from her adviser and the Dean.

SPECIFIC REQUIREMENTS

The specific requirements for the Class of 1981 are as follows:

- a) English 1, "Thought and Expression," which must be taken in the fall term by every freshman unless she has been exempted or offered advanced placement.
- b) Proficiency in a foreign language,* ancient or modern, which may be established in any one of several ways: by a satisfactory score on a CEEB Advanced Placement Test in the language; by a score of 600 or better on a CEEB

*Not more than two first-year languages may be credited toward the degree.

Language Test, taken in high school or during the opening week at Sweet Briar; or by two course units of language study in college at the intermediate level or above.

- c) One course, with laboratory, in biology, chemistry, or physics.

In selecting her courses, a student should bear in mind these requirements as well as the stipulation that by the end of the fall term of her sophomore year she must have elected courses in at least five academic departments.

The requirements for all subsequent classes are as follows:

- a) English 1, "Thought and Expression," which must be taken in the fall term of the freshman year unless the student is exempted or offered advanced placement.
- b) Proficiency in a foreign language,* ancient or modern, which may be established in any one of several ways: by a satisfactory score on a CEEB Advanced Placement Test in the language; by a score of 600 or better on a CEEB Language Test, taken in high school or during the opening week at Sweet Briar; or by two course units of language study in college at the intermediate level or above.
- c) Two course units (two semesters) in literature or the arts.
- d) One course unit (one semester) in biology, environmental studies, or psychology and one course unit (one semester) in chemistry, mathematics, or physics. One of these units must be a laboratory course in biology, chemistry, or physics.
- e) One course unit (one semester) in social sciences and one course unit (one semester) in classical civilization, European civilization, history, philosophy, or religion.
- f) One course unit (one semester) in non-Western studies.

Some courses taken in the student's major field may count towards fulfilling these distribution requirements. In addition, a stu-

dent may satisfy any of the requirements by a satisfactory score on a CEEB Advanced Placement Test, if appropriate and offered in the particular discipline, or by a departmental examination which will be given annually by each department at Sweet Briar.

Two course units (four quarters) of physical education are required of all students. This requirement should be fulfilled in the freshman year unless there is a medical deferral.

Requests for exceptions to the requirements for the degree may be referred by the Dean to the Executive Committee of the Faculty for consideration.



MAJOR REQUIREMENTS

In the spring of the sophomore year a student must plan with her major adviser a program for the junior and senior years.

Departmental Majors

A student must complete 8 to 15 units in the major field, according to the requirements specified in the departmental statement. She may select any of the following as her major subject:

Anthropology
Anthropology and Sociology
History of Art
Studio Art
Biology
Chemistry
Classics
Dance Theatre
Economics
English
English and Creative Writing
French
German
Government
Greek
History
Latin
Mathematics
Modern Languages
Music
Music in Culture
Philosophy
Physics
Psychology
Religion
Sociology
Spanish
Theatre Arts

Double Major

A student may declare, complete, and have recorded a double major by fulfilling the requirements of two departments, including two comprehensive examinations or the equivalent, as determined by each department. Double majors are often related to

future career or graduate study plans. Recent graduates have had such double majors as Anthropology/French, Biology/Studio Art, Chemistry/Physics, Economics/Mathematics, Economics/Spanish, English/Sociology, History/Music, International Affairs/French, Psychology/Sociology.

Interdepartmental Majors

Interdepartmental majors are designed to provide a closely integrated program for students interested in a subject which cuts across departmental boundaries. Each of these consists of a group of required courses and a group of related subjects totalling at least 12 units, in addition to the courses taken to meet the general requirements for the degree. The total number of units varies, depending somewhat upon the degree of advancement of the required courses and their prerequisites. A faculty adviser supervises each of these programs and serves as major adviser to students who elect it.

Interdepartmental majors are offered in American Studies, French Studies, German Studies, Italian Studies, Mathematical Physics, Pre-Engineering Science, and Biology-Chemistry. Within the Division of Social Studies there are majors in International Affairs and Political Economy. Other majors such as Mathematics-Psychology, may be planned to suit the interest of individual students.

Interdisciplinary Majors

An interdisciplinary major which concentrates on a specific topic or a historical period may be planned by a student in consultation with a faculty adviser from one department, assisted by representatives of each of the other departments involved. The major must include at least 11 units; a minimum of 6 of these units should be in one department. Three of these six units must be at the 200-level or above, exclusive of honors projects or senior projects. In addition, a senior project with a value of one or two units is to be selected with the approval of the major advisers. An honors project may

be substituted for the senior project, but a student may not receive double credit for this project as both a senior and an honors project. The form of the comprehensive requirement will be determined by the major advisers in consultation with the student.

A coordinate major in Environmental Studies enables a student to combine a departmental major with environmental studies. A coordinate major is also offered in European Civilization.

Self-designed Majors

Self-designed majors allow students to concentrate on interdisciplinary areas that do not have prescribed requirements. Student-designed majors have included Art Therapy, Sociology-Education, and Urban Studies.

Special Programs

Special programs are also offered in Asian Studies, Environmental Studies (coordinate program), and European Civilization (coordinate program).

ACADEMIC ADVISING

The advising system at Sweet Briar, coordinated through the Office of the Dean, enables students to meet many of the faculty and to choose those faculty members whom they wish to assist them with their academic program and educational goals.

At the beginning of the freshman year, the student is assigned to a faculty adviser; by the end of the fifth week of the fall term, however, she may select any faculty member she prefers to be her adviser for the rest of the year and for her sophomore year. She will have had an opportunity to meet most of the faculty — in her classes, in the Academic Advising Center, and at various cultural and social events during the opening weeks.

Juniors and seniors are advised by the chairman of the departments in which they have declared their major. Supplementary advising of freshmen and sophomores is the responsibility of the Assistant Dean, with the Dean of the College responsible for juniors and seniors.

The Academic Advising Center is an informal area in the Library where all students may obtain information and advice. Materials on all departments and programs of the College are kept there. A faculty member is in the Center each weekday from 9 to 4, including the lunch hour, for advice and conversation. Browsing materials in the Advising Center include numerous faculty publications and recent books and articles which the different departments of the College think would be of particular interest to students who are considering their academic and professional future.

The Dean, Assistant Dean, members of the faculty, and the Director of Career Planning share the responsibility for advising students about graduate and professional programs and about career plans.

THE HONORS PROGRAM

The Honors Program allows the student of superior initiative and ability to do advanced work in her major field and thereby to become eligible for the honors degree. The regular requirements for the major must be met, including any required courses and the comprehensive requirement, but under certain conditions units earned in honors work may be counted toward the units required for the major. An interested student should plan her program with her major adviser during registration for her junior year.

A qualified student enters into candidacy for the honors degree in the winter term or the spring term of her junior year. Usually she does so by taking an advanced course in her major department as an honors variant, which entails additional work of a more mature and independent nature.

In her senior year a candidate does independent research and writes a thesis under the direction of a member of her major department. Throughout their senior year, honors students meet with the faculty Honors Committee to discuss their research and participate in a program of lectures, films, and discussions.

The honors thesis must be completed, in a form specified by the major department, not later than two weeks before the end of classes. The thesis is evaluated by a committee made up of the candidate's thesis adviser, another member of the department or division concerned, and a member of the faculty of another college; this committee also conducts an oral examination on the thesis and determines the level of honors to be awarded.

A candidate who fails to meet the requirements of the program is transferred to candidacy for the regular degree.

A more detailed description of the Honors Program is available in the Office of the Dean.

FOREIGN STUDY

For many years Sweet Briar has encouraged qualified students to spend all or part of the junior year in study abroad. The College sponsors and directs the Sweet Briar Junior Year in France and is prepared to approve for credit other programs under the sponsorship of accredited four-year colleges or universities, such as the Syracuse University or Rutgers University programs in Italy or the Netherlands, the University of North Carolina Junior Year in Spain, and the Wayne State University Junior Year in Munich. Established programs sponsored by Smith, Bryn Mawr, and Hamilton College are also approved for credit. Qualified candidates, if recommended, may also apply as visiting students to the Universities of Aberdeen, Exeter, or Southampton.

Although study abroad is in keeping with the liberal arts tradition, in some fields of specialization it is neither advisable nor profitable. For this reason, and in order to plan her program of study carefully in advance, a student wishing to spend all or part of the junior year abroad should confer with the Dean at an early date, preferably in her freshman year. To qualify for approval of her plans, she must have a general academic average of at least *C plus* for the first four terms and she must have shown strength in

her major subject. In addition, she must plan to enroll during her study abroad in at least one course in her major field or in a closely related field.

In all cases the approval of the College must be sought in advance if credit toward the Sweet Briar degree is to be granted. A student who undertakes study abroad without the prior approval of the Dean is regarded as having withdrawn from Sweet Briar and must apply for readmission if she wishes to return. Application must be submitted in writing, together with a letter from her major adviser approving her plan and a letter of consent from her parents or guardian, before February 15 of the sophomore year. A student proposing to spend only one term of the junior year in foreign study is advised to plan to do so in the fall term.

Junior Year in France

The Sweet Briar Junior Year in France, sponsored by the College, offers a program of foreign study to mature and responsible students who are especially interested in the language, history, and culture of France or who desire to specialize in such subjects as art, history, international affairs, or political science. During 1980-81, 117 students from

37 colleges and universities across the country will study under this distinguished program.

A candidate for admission must have had at least two years of pre-college French, with an average of at least *B* and a general average of at least *B minus*. She must also be recommended by the Department of Modern Languages, by her major adviser, and by the Dean. Applications from Sweet Briar students must be submitted to the Dean by February 15. For detailed information, a bulletin is available at the office of the Junior Year in France, at Sweet Briar.

Heidelberg University, Germany

Students of German may study for one term or the entire academic year in Heidelberg with a program sponsored by Heidelberg College, Tiffin, Ohio. Information is available from the Office of the Dean.

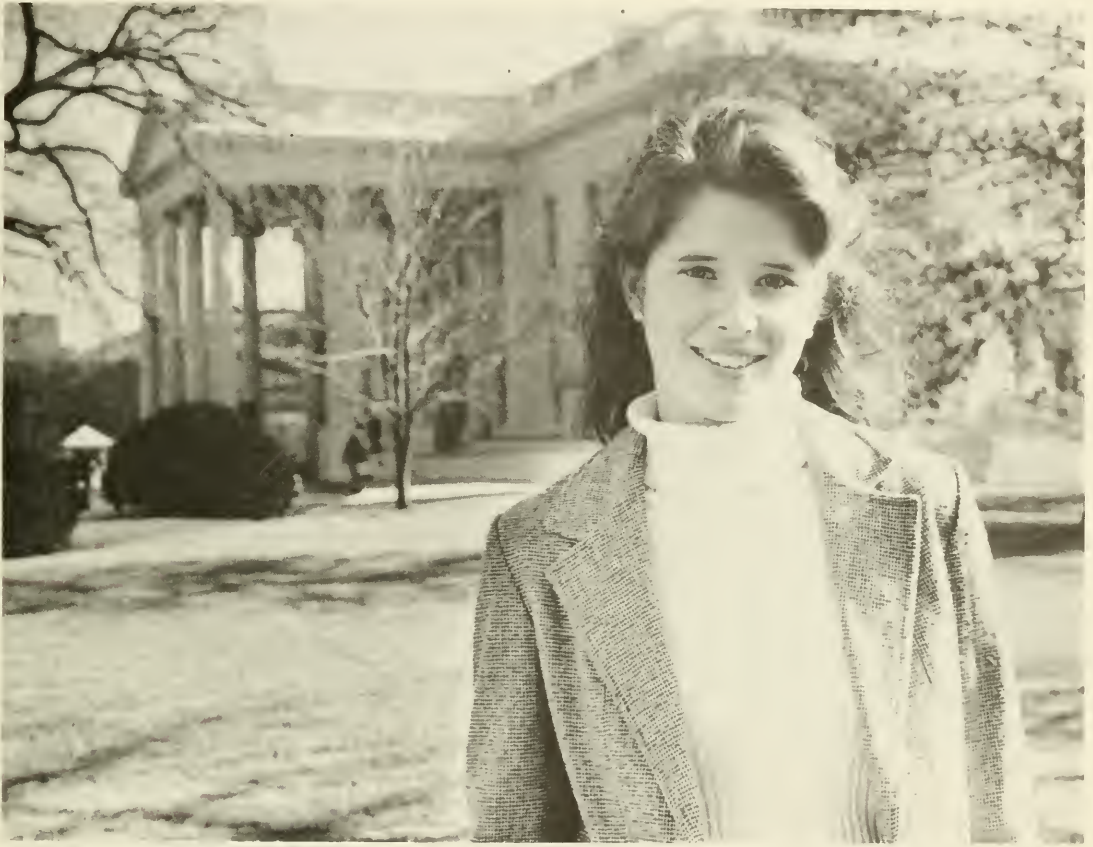
Semester in Rome

A student majoring in Classical Studies or History of Art may spend the fall and winter terms of her junior year at the Intercollegiate Center for Classical Studies in Rome. Information about the Center may be secured from the Office of the Dean.

St. Andrews University, Scotland

One or more students are selected each year and recommended to the faculties of St. Andrews University for admission to visiting student status in their junior year. The highest ranking candidate is designated as the St. Andrews Exchange Scholar. Consideration will be given to the suitability of the applicant's major field and to her academic record, capacity for independent work, and personal maturity. Application papers should include a letter from the applicant stating her purpose in studying abroad, written approval of her parents or guardian, and a recommendation from her major adviser or another member of the department. These papers should be submitted to the Dean by February 15. Selection will be made by a faculty committee.





OFF-CAMPUS STUDY

Dual-Degree Programs

Sweet Briar College has agreements with three engineering schools, Georgia Institute of Technology, Columbia University, and Washington University, St. Louis, whereby a student can spend three years at Sweet Briar pursuing a Pre-Engineering Sciences major and one or more years at the preferred engineering school. At the end of four years, the student receives a Bachelor of Arts degree and, after the required time at the engineering school, receives a Bachelor's or Master's degree in engineering (see page 20).

A dual-degree program in Business is also in effect with the McIntire School of Commerce at the University of Virginia (see page 20).

Seven College Exchange: A College Consortium

Sweet Briar participates with six other colleges (Hampden-Sydney, Hollins, Mary Baldwin, Randolph-Macon, Randolph-Macon Woman's College, and Washington and Lee University) in a program which allows students, primarily juniors, to spend a term or an academic year at one of the other colleges. The primary purpose of this consortium is to pool resources, thereby making it possible to expand and extend the offerings of the individual colleges. Information is available in the Office of the Dean.

Tri-College Exchange

By agreement among the three colleges, a student at Sweet Briar may take a course at Lynchburg College or Randolph-Macon Woman's College, provided the course is not currently available at Sweet Briar. No tuition will be charged in addition to that already paid to Sweet Briar, but the student must pay any extra fees or charges. The College will assist Sweet Briar students in making travel arrangements.

The Tri-College Consortium in Chemistry is funded by the National Science Foundation. The program provides for an exchange of faculty and course offerings among the three colleges.

Washington Semester

An upperclass student may spend the fall term in one of several American University programs in areas of the judiciary; international development; American studies, or economic, foreign, or domestic policy determination. Application should be made to the chairman of the Department of Government not later than March 1 for the following year.

Summer Work and Study

Summer vacations provide opportunities for a variety of educational experiences which can give added significance to the more formal studies of the college curriculum. Paid employment, internships, volunteer work, travel, and the acquisition of skills such as typing are strongly recommended as profitable occupations during the summer months. The Director of Career Planning and the Dean will be glad to help students who wish to plan advantageous use of the summer vacation.

Subject to the stipulations set by the faculty, credit toward the Sweet Briar degree may be allowed for summer study in American colleges and universities and in some programs abroad. Information may be obtained from the Dean.

WINTER TERM

Sweet Briar's 4-1-4 calendar creates a one-month winter term in January. During that term, each student pursues one topic intensively. Study may be either on or off campus, in the form of course work, independent research, or internships.

Internships are increasingly important for students who wish to explore career possibilities and gain work experience. During January 1980, 99 students had internships or independent study projects. Of these students, 32 were political, legal, or public service interns mostly in Washington, D.C.; 19 were economics interns in banks, brokerage houses, or business establishments; and 17 were biology or psychology interns in hospitals, mental health centers, or veterinary hospitals. Other internships included work with museums, magazines, and an archaeological excavation.

Some courses take the form of study tours, such as recent trips to London, Paris, Jamaica, Mexico, Germany, Austria, Italy, and the Soviet Union. In 1980, a publications course took students to newspapers, magazines, and publishing houses in New York and Washington, D.C. Theatre majors took the Sweet Briar Touring Theatre's Shakespeare production to schools throughout the area from Washington, D.C. to North Carolina. During 1981, dance majors will be able to study with the Mimi Garrard Dance Theatre in New York City.

Courses on campus usually meet for several hours each day and focus on a particular area within a discipline. Students in studio art, theatre arts, and music are able to devote solid blocks of time to their creative work. Distinguished visiting professors often come in January to teach winter term courses.

In addition to scheduled credit courses, (see pages 27-105), there are noncredit courses offered during winter term on topics such as speed-reading and financial planning.



Pre-Professional Preparation

With expanding opportunities for women in business and the professions, students are increasingly concerned about preparation for future careers. To meet these concerns, Sweet Briar has developed a number of advisory and counseling services, as well as specific programs for students with career goals in various fields.

BUSINESS

The formerly male-dominated preserve of the world of business is now completely open to qualified women, especially those who have earned the Master of Business Administration degree. The specific requirements of MBA programs vary substantially, but, in general, undergraduate work in economics, accounting, and mathematics — especially calculus, statistics, and computer programming — provide appropriate preparation. Graduate schools of business tend to place a heavy emphasis on prior business experience and the winter term Business Internship Program in the Department of Economics provides a qualified student with an opportunity to acquire a directed and intensive introduction to business operations. Graduate schools of business usually require the Graduate Management Admission Test (GMAT).

Recent Sweet Briar graduates have entered graduate business programs at the Wharton School of the University of Pennsylvania, the Darden School at the University of Virginia, the American School of International Business, the University of Michigan, New York University, the Tuck School of Management at Dartmouth University, and others. Mr. Miller is pre-business adviser.

A dual-degree program in business with the University of Virginia enables a student to earn an A.B. degree from Sweet Briar College and a B. S. degree from the University of Virginia in five years. Under this program, the student will attend Sweet Briar for approximately three academic years and the McIntire School of Commerce at the University of Virginia for approximately two

academic years to fulfill the requirements of both institutions. A student interested in enrolling in this program should consult with Mr. Miller early in her freshman year.

EDUCATION

Sweet Briar is approved by the Virginia State Department of Education to prepare kindergarten, elementary school, and secondary school teachers for professional certification in many academic areas. By following the program and completing the requirements set by Sweet Briar, a student becomes eligible for Virginia's Collegiate Professional Certificate, which by virtue of reciprocity is accepted by more than 20 other states. Positions in educational administration, supervision, and research usually require previous successful experience in classroom teaching. Practical teaching experience is gained through observation, participation, and supervised student teaching at Sweet Briar Nursery School and Kindergarten on campus or at local public schools, chiefly those of Amherst County.

Students planning to teach should consult with Miss Stone early in their freshman year (see p. 44).

ENGINEERING

Pre-professional technological and scientific training is available through a dual-degree program in engineering with Georgia Institute of Technology, Columbia University, or Washington University in St. Louis. Under this program a student combines three years of study at Sweet Briar with two years at the cooperating institution, earning an A. B. degree from Sweet Briar and a B. S. degree in engineering (mechanical, chemical, civil, electrical, nuclear, and others), health systems, computer science, or management science from the other school. Anyone interested in this program should consult with the pre-engineering adviser, Ms. Elkins, as early as possible in the freshman year.

Recent Sweet Briar science graduates have been accepted for graduate work in engineering at M.I.T., the University of Michigan, Columbia University, the University of Virginia, and Georgia Institute of Technology.

GOVERNMENT SERVICE

Graduates in various fields, especially those who have majored in government, economics, sociology, the natural sciences, and mathematics, have gone on to careers in government service. The Washington Semester sponsored by American University (see p. 18) or a winter term internship in Washington affords the student the opportunity for on-the-scene participation in the workings of the federal government, and for making valuable contacts in the Washington job market.

Internships at the state level or with local governments provide opportunities for experience in policy making and administration in these rapidly expanding areas of employment for women. Students interested in a career in government should consult Mr. Gilpatrick.

GRADUATE STUDY

Sweet Briar graduates in all fields are accepted by leading graduate schools throughout the country. Recent graduates have entered such universities as Harvard, M.I.T., the University of Virginia, the University of Illinois, Bryn Mawr, Northwestern, Tulane, Cornell, Duke, the University of Michigan, and the University of North Carolina in such diverse fields as economics, speech pathology, art history, English, history, musicology, environmental sciences, political science, German, French, dance, mathematics, anthropology, microbiology, and child development. Graduate study has led to careers in teaching, research, publishing, museum work, social work, educational administration, and applied art,

as well as positions in business, government, and the professions.

Students interested in graduate study should consult the appropriate departmental chairmen.

Information and application blanks for the standard tests required by many graduate and professional schools, such as the Graduate Record Examinations, the Law School Admission Test, and the Medical College Admission Test, are available in the Office of the Dean.



JOURNALISM

A liberal arts education is considered an excellent background for a career in journalism. A student who has earned a B.A. degree can usually complete an M.A. degree in journalism in one year at a professional school. Newspapers and magazines sometimes employ promising beginners without a journalism degree if they have experience on a college newspaper. The *Sweet Briar News* and other campus publications, as well as summer or winter term internships, offer good opportunities for students to obtain practical experience.

LAW

Law schools have no set requirements for admission, but look favorably upon liberal arts graduates. Students who plan to enter law school are advised to maintain high quality course work and select courses that will sharpen their skills in writing and argumentation and in the critical analysis of the arguments of others.

To be considered seriously by a law school, a student should maintain at least a B average, do well on the Law School Admission Test (LSAT), which is normally taken in the fall of the senior year, and have several letters of recommendation. Some law schools also require a personal interview. Sweet Briar graduates have gone on to leading law schools, including the University of Virginia, Washington and Lee University, Georgetown University, Fordham University, Tulane University, and the University of Southern California. Students considering a career in law should consult Mr. Gilpatrick, pre-law adviser.

MEDICINE AND HEALTH SCIENCES

More and more women are seeking and gaining admission to medical schools and other schools of health science. These schools in turn look favorably on liberal arts students who often have developed the humaneness and the ability to communicate that are so desirable in a practicing physician. The Medical College Admission Test (MCAT), taken by applicants at the end of the junior year, stresses analytical and problem-solving ability, which is also developed by a liberal arts education.

A science major is generally recommended for a student wishing to enter the health field. The biology-chemistry interdepartmental major fulfills all the standard requirements for medical school and other health-science programs. However, a medical school may accept the superior student who has majored in a nonscientific

field, so long as she has demonstrated proficiency in science. Sweet Briar graduates hold medical degrees from Duke University, Johns Hopkins University, the University of Virginia, Cornell University, Georgetown University, the University of Texas, and others.

Students interested in a career in the health professions (medicine, dentistry, veterinary medicine, pharmacology, health administration, and others) should consult Miss Simpson, premedical and health careers adviser, early in their freshman year.

RELIGION

Professional careers for women in religion have expanded significantly in the past fifteen years. Many religious bodies ordain women or employ them in other capacities, and the concept of "ministry" now includes a wide variety of activities in service to others. Most such careers require professional or graduate study at a theological seminary or in a graduate department of religion.

A broad liberal arts education, including if possible the biblical languages, is the recommended preparation for ministerial studies. A religion major is desirable but not always necessary for graduate study in religion (M.A. or Ph.D.). In recent years, Sweet Briar graduates have gone on to Harvard Divinity School, Union and General Theological Seminaries in New York, Virginia Theological Seminary in Alexandria, the Presbyterian School of Christian Education in Richmond, and the University of Virginia. Members of the religion department or the Rev. Myron B. Bloy, Jr., chaplain, will advise any student who is interested in graduate study or a professional career in religion.

Sample Programs

The sample programs below will serve to give some idea of the possibilities open to those who wish to prepare for professional study in Business, Engineering, Law, or Medicine. Such preparation is well-adapted

to a liberal arts curriculum, and has the added advantage of allowing for excursions into other fields. These programs are but samples; many modifications and variations are possible.

Pre-Business: Economics Major

	Fall	Winter Term	Spring
Freshman	English 1 Modern Language 5 Economics 3 Math 23 Physical Ed.	American Fiction of the 1970's	Physics 5 + Lab. Modern Language 6 Economics 4 Math 24 Physical Ed.
Sophomore	Math 9 Government 5 Economics 27 Social Studies 135 Modern Language (Spanish 151 or French 100X)	Money in Europe (European Study Tour)	Math 80W Economics 110 Economics 28 Government 102 Social Studies 136
Junior	Economics 107 Economics 215 Economics 225 English 177 History 121	Internship	Economics 108 Economics 216 Philosophy 24 English 26
Senior	Economics 219 Economics 213 Religion 219 History 129 Economics 261	Internship	Economics 230 Economics 352 (Sr. Seminar) Government 214 History 130

Engineering: Math-Physics Major

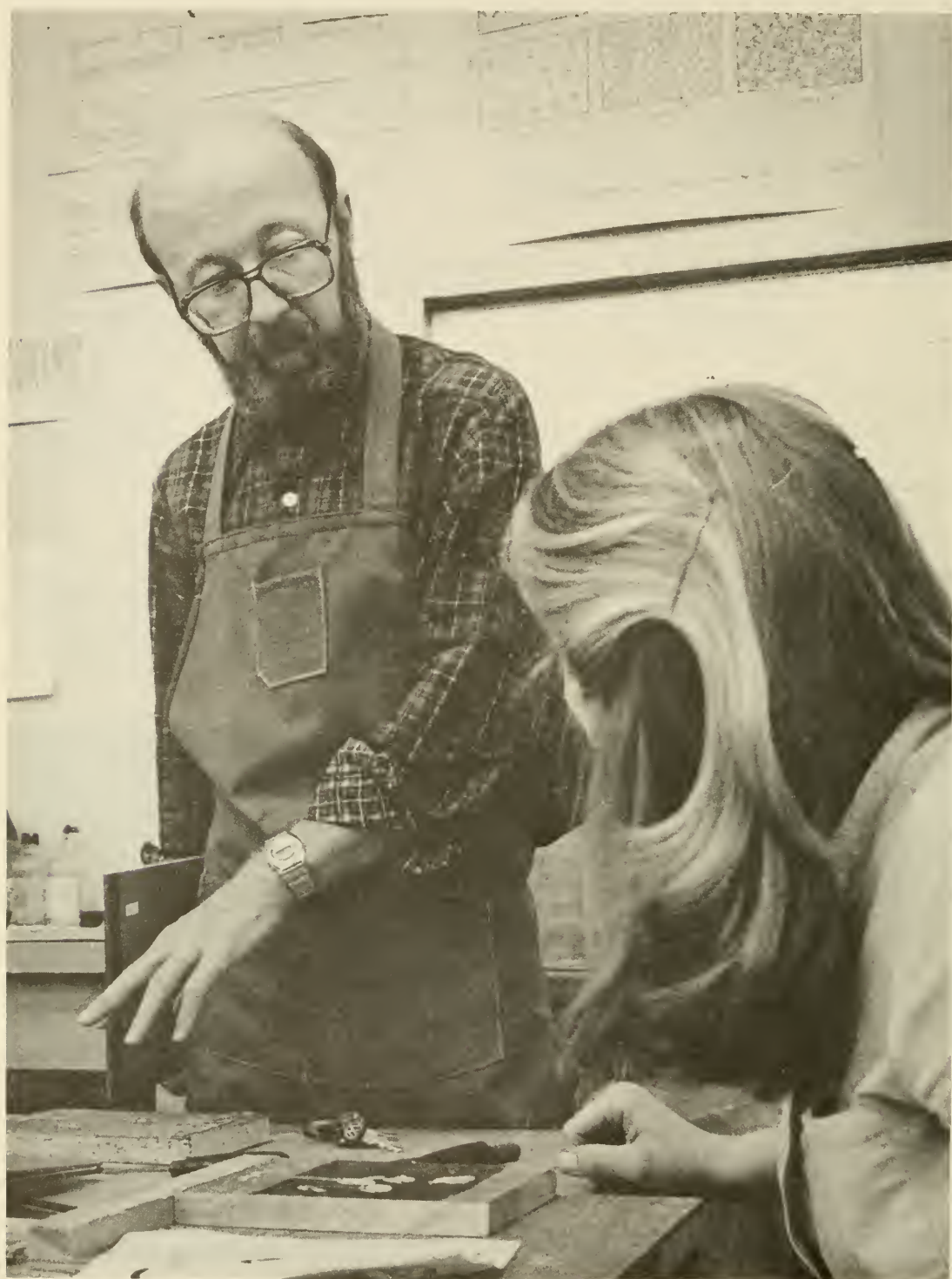
	Fall	Winter Term	Spring
Freshman	English 1 Chemistry 7 Math 23 Modern Language 5 Physical Ed.	Math 80 — FORTRAN Programming	Economics 4 Math 24 Chemistry 8 Modern Language 6 Physical Ed.
Sophomore	Math 115 Physics 103 Physics 121 (Lab) Economics 3 Modern Language: Literature	Elective: Social Sciences	Math 116 Physics 104 Physics 122 (Lab) Modern Language: Literature Government 6

Junior	Physics 105 Physics 221 Chemistry 109 Government 5	Elective: Literature	Physics 106 Math 212 Economics 110 Social Studies 136
Senior	Physics 227 Math 207 Government 101 Psychology 3 Environmental Studies 1	Elective: Art History, Public Speaking	Math 248 Physics 222 Government 102 Psychology 4
Pre-Law: Government Major			
	Fall	Winter Term	Spring
Freshman	English 1 Spanish 5 Math 9 Government 5 Physical Ed.	Religion: The Book of Genesis	Biology 1 + Lab. Spanish 6 Economics 4 Government 6 Physical Ed.
Sophomore	Economics 3 English 225 Government 109 Government 213	Money in Europe (European Study Tour)	Economics 206 Math 80W Government 206 History 104 European Civ. 18
Junior	Economics 27 History 121 Government 101 Government 215 Spanish 151	Internship	Economics 28 History 252 Government 102 Government 216
Senior	History 201 English 229 Social Studies 135 (Asian Civilization) Government 209	Internship	Government 236 Philosophy 24 Government 220 Government 352 (Senior Seminar)

Pre-Med: Biology-Chemistry Major

	Fall	Winter Term	Spring
Freshman	Chemistry 7 English 1 French 5 Math 23 Physical Ed.	Hawthorne & Poe	Chemistry 8 Biology 3 French 6 Math 24 Physical Ed.
Sophomore	Biology 109 Chemistry 109 Psychology 3 Economics 3	Women Artists of the 19th & 20th Centuries	Biology 100 Chemistry 110 Psychology 4 Economics 4
Junior	Biology 105 Government 109 Physics 103 Physics 121 Psychology 303	History of Jazz	Anthropology 126 Biology 206 Chemistry 222 Physics 104
(—MCAT—)			
Senior	Biology 351 Chemistry 101 History 107 Philosophy 191 Religion 6	Social Life as Theatre: The Sociology of Erving Goffman	Biology 226 Chemistry 222L Physics 122 Religion 220





Courses of Instruction

Courses of instruction are offered by the following departments: History of Art, Studio Art, Biology, Chemistry, Classical Studies, Education, English, Mathematics, Modern Languages, Music, Philosophy, Physical Education, Physics, Psychology, Religion, and Theatre Arts; and by the Division of Social Studies, including Anthropology, Economics, Government, History, Social Studies, and Sociology.

Course numbers indicate in a general way the level of instruction. Numbers below 100 indicate introductory courses; 101 to 200, intermediate courses; 201 to 300, advanced courses; and above 300, courses normally open to seniors, major students, and others of unusual ability.

Odd numbers usually designate courses offered in the fall term; even numbers, those offered in the spring term. If a course is offered in more than one term, the letter X following the number indicates the fall term; W, the winter term; Y, the spring term. A few courses offered in the summer are designated by S.

Courses extending through the year are indicated by numbers linked by a hyphen or comma. A hyphen or slash indicates that the fall term is a prerequisite to the spring term and that no credit will be given for one without the other except with the permission of the instructor. A comma indicates that the fall term may be taken independently of the spring term but that the fall term is prerequisite to the spring term, except when otherwise specified.

Unless otherwise indicated, each course carries 1 unit of credit per term.

Square brackets [] enclosing a course number and title indicate that the course will not be offered in the current year.

The phrase "by permission" means permission of the instructor.

AMERICAN STUDIES

SAVARESE, TAYLOR

Advisers

EACH OF THE FOLLOWING MAJOR PROGRAMS requires twelve units in American subjects:

A student who elects American History and Literature as her major must complete four units in history (103, 104, 111, 112), four in English (177, 178, and two from 229, 230, 231, 232, 297), and either History 212 or English 214 in the senior year. Three additional units in history of art, English, philosophy, religion, or in the Division of Social Studies are to be selected in consultation with the major advisers.

A student interested in other aspects of American society may complete a major program in American Studies consisting of four units of either American history or literature and four units of American subjects in one other field, such as anthropology and sociology, history of art, economics and government, and philosophy and religion. The student who elects four units of American history also must take English 177, 178; the one who elects four units of American literature also must take either History 103, 104 or 111, 112. Another two units in appropriate subjects are to be chosen under the guidance of the major advisers.

In both programs the senior comprehensive requirement may be a written or oral examination or its equivalent in the form of a thesis, to be determined in consultation between the advisers and the student in the fall of the senior year.

ANTHROPOLOGY

(see page 89)

History of Art

Chairman

DIANE D. MORAN

Assistant Professor

AILEEN H. LAING

Associate Professor

SUSAN J. BANDES

Assistant Professor

A STUDENT WHO ELECTS History of Art as her major must complete eight units in the Department plus two in studio art. The major is based on Art 15, 16; six additional units in the Department are required and must include Senior Seminar, one unit from Area I and two each from Areas II and III. The following courses in studio art are also required: Art 1 and 10. A comprehensive examination or comparable project forms a part of the requirements for majors in History of Art. No academic credit will be given for this project.

For any student contemplating graduate study, a reading knowledge of German or French is strongly recommended.

•15, 16

SURVEY OF ART HISTORY

The Department

A historical and analytical introduction, considering representative monuments of European art in their context and proposing ways of understanding visual evidence. Three hours lecture and one assigned discussion section. Either term may be taken independently.

Open to all students.

AREA I:

Ancient and Medieval

[123

ANCIENT ART]

Bandes

The architecture, painting, and sculpture of Greece, Etruria, and Rome. Alternate years.

Prerequisite: Art 15.

128

MEDIEVAL ART

Laing

Major art forms in the Early Christian, Byzantine, Romanesque, and Gothic periods as seen in their historical contexts. Particular emphasis will be given to the Romanesque and Gothic periods. Alternate years.

Prerequisite: Art 15

AREA II:

Renaissance and Baroque

103

NORTHERN PAINTING

Bandes

Manuscripts, painting, and graphic arts in Northern Europe from the fourteenth to the sixteenth century with concentration on the work of the van Eycks, van der Weyden, Bosch, Brueghel, Grunewald, Durer. Alternate years.

Prerequisite: Art 15, 16

105

BAROQUE ART IN ITALY AND SPAIN

Bandes

Developments in architecture, painting and sculpture in Italy and Spain from 1580-1700. Major concentration on Caravaggio and his followers, the Carracci, Bernini, Borromini, and Velasquez.

Prerequisite: Art 15, 16

[106

**BAROQUE AND ROCOCO ART
IN NORTHERN EUROPE]**

Bandes

Art and architecture in France, Flanders, Holland, and England with emphasis on the work of Poussin, Rubens, Hals, Rembrandt, and Wren. Alternate years.

Prerequisite: Art 15, 16

[113

EARLY RENAISSANCE ART IN ITALY]

Laing

Architecture, painting, and sculpture in Italy from the thirteenth through the fifteenth centuries. Emphasis will be placed on the work of Giotto, Duccio, and the Florentine artists of the Quattrocento. Alternate years.

Prerequisite: Art 15, 16

114

**HIGH RENAISSANCE
AND MANNERISM IN ITALY**

Bandes

The late fifteenth century in Northern Italy, the High Renaissance in Rome and Venice, and the manneristic developments of the sixteenth century.

Prerequisite: Art 15, 16

132

THE ART OF THE PRINT

Bandes

The history of the print as a work of art from the fifteenth century to the present. Emphasis will be placed on the work of Durer, Rembrandt, Piranesi, Goya, Daumier, Munch, Picasso, and Jaspert Johns. Original prints from the College will be studied. Alternate years.

Open to all students.

Hour D Spring

AREA III:

Europe and America

*Eighteenth Century to the
Present*

129

**THE DECORATIVE ARTS IN ENGLAND
AND AMERICA**

Laing

A study of the decorative arts in their historical context. Emphasis will be placed on furniture, silver, pottery, porcelain, and glass of the late seventeenth and eighteenth centuries. Alternate years.

Prerequisite: Art 15, 16 or permission

218

EUROPEAN ART 1700-1850

Moran

Painting and sculpture in Europe from the Rococo period through Romanticism. Emphasis will be placed on major artists such as Goya, Ingres, Delacroix, Constable, and Turner. Alternate years.

Prerequisite: Art 15, 16

[228

AMERICAN ART TO 1850]

Laing

A study of the artistic development in the United States from the Colonial period to the Civil War. Major emphasis will be placed on architecture and painting, but sculpture and the decorative arts will also be considered. Alternate years.

Prerequisite: Art 15, 16. Exceptions will be made for students majoring in American History and Literature to whom Art 15, 16 is strongly recommended.

[230

REALISM TO POST-IMPRESSIONISM]

Moran

Painting and sculpture in Europe and America from ca. 1850-1900. Emphasis will be placed on major movements such as Realism, Impressionism, Post-Impressionism, Symbolism, and Art Nouveau. Alternate years.

Prerequisite: Art 15, 16

253

EARLY TWENTIETH-CENTURY ART

Moran

Developments in painting and sculpture in Europe and America from the turn of the century to World War II. Emphasis will be placed on major modern movements from Cubism through Surrealism.

Prerequisite: Art 15, 16

254

LATER TWENTIETH-CENTURY ART

Moran

Post-World War II developments in painting, sculpture, and other media in America and Europe. Such trends as Abstract Expressionism, Pop, Minimal Art, Environmental Art, and Photo-Realism will be considered.

Prerequisite: Art 15, 16

Additional Courses

[206

ORIENTAL ART]

A study of the visual arts in India, China, and Japan. Alternate years.

Prerequisite: Art 15, 16

261, 262

SPECIAL STUDY (½ or 1)

Study of a selected topic pursued by individual students under the close supervision of an instructor.

Prerequisite: Art 15, 16 and permission of the Department. Sophomores may be admitted with special permission. Either term may be elected independently.

351

SENIOR SEMINAR

Moran

An examination of major topics in Western art. Papers will be presented to the group for discussion.

Open only to seniors majoring in History of Art.

361, 362

INDEPENDENT STUDY IN ART HISTORY

The Department

Supervised independent study in a subject of the student's own choice, such as the intensive analysis of selected individual artists or topics from the history of drawing and graphic arts.

Prerequisite: Art 15, 16 and permission of the Department. Either term may be elected independently.

Studio Art

Chairman

LOREN OLIVER

Professor

RAYMOND TWIDDY

Associate Professor

JANET GOLDWATER

Visiting Assistant Professor of
Photography

JOE MONK

Visiting Assistant Professor of
Ceramics

THE MAJOR IN STUDIO ART is based on Art 1, 10, and eight additional units in studio, with a concentration of three of these units in either drawing, painting, or printmaking (one of the three must be on the 300 level). The major program must also include the following courses in the history of art: Art 15, 16, one unit in twentieth century, and one unit prior to the twentieth century. The student majoring in Studio Art is required to present an exhibition of her creative work supported by a paper or an oral examination to fulfill the major requirements.

Students who seek advanced placement in studio must submit a portfolio for review by the studio instructors.

The Department reserves the right to retain not more than three works from each student. These works will be added to a collection of student art to be used at the discretion of the Department.

•1

INTRODUCTION TO STUDIO ART

Oliver

A study of the basic principles and devices in drawing, with emphasis on such problems as line, form, perspective, and transition. One hour lecture, four hours of supervised studio.

•10

DESIGN

Twiddy

A basic course in the fundamental pictorial elements of all artistic expression. Various two-dimensional media are used to study theories of contrast, color, form, material and texture, and rhythm. The course aims to develop an ability to understand and communicate original ideas through studies of nature, pure forms, and abstractions, as well as through the analysis of works of art. One hour lecture, four hours supervised studio.

Studio A: MonWed EF

Studio B: KPMR

•22

THREE DIMENSIONAL DESIGN

Monk

A basic course exploring three-dimensional design using clay, wood, plastic, metal, and found material.

Prerequisite: Art 1 or 10 or permission

•104

INTRODUCTION TO DRAWING

Oliver

A study of the materials and techniques of the masters. Emphasis will be placed on a basic approach to drawing in pencil, charcoal, chalk, silver point, pen and ink, wash, and mixed media. Six hours of supervised studio.

Prerequisite: Art 1 or 10 and permission.

•108

INTRODUCTION TO PAINTING

Oliver

Basic instruction in materials, techniques, composition, and color theory with particular emphasis on developing technical facility.

Prerequisite: Art 1 or 10 and permission.

117

PRINTMAKING: HISTORY AND TECHNIQUES (½)

Twiddy

A historical approach to the study of the materials and techniques of the masters, including printing in relief, intaglio, lithography, and silk screen. In addition to slide lectures and technical demonstrations, emphasis will be placed on the study of original prints in the College collection. Two hours of lecture/demonstration.

117S

INTRODUCTION TO PRINTMAKING (Studio)

Twiddy

An introduction to the materials and techniques of relief printing and intaglio.

Prerequisite: Art 1 or 10 and permission.

Co-requisite: Art 117

118S

INTRODUCTION TO PRINTMAKING (Studio)

Twiddy

An introduction to the materials and techniques of lithography and screenprinting.

Prerequisite: Art 1 or 10, 117 and permission.

119

BASIC PHOTOGRAPHY

Goldwater

A historical and practical study of the materials and techniques of artistic expression through the black-and-white photographic process. Will include camera and lighting techniques, film processing, a variety of printing methods, as well as some specialized techniques, including combination printing, toning, paper negatives, etc. Will include study of reproduction and original prints. Six hours of supervised studio.

Prerequisite: Art 1 or 10 and permission (enrollment limited).

•122

INTRODUCTION TO SCULPTURE

Monk

An introduction to various three dimensional concepts. The course will combine technical exploration of the media and the development of the student's individual interests and ideas. Six hours of supervised studio.

Prerequisite: Art 1, 10, or permission.

201

DRAWING

Oliver

Drawing in any media previously studied. The emphasis is on craftsmanship and an exploration into the creative possibilities of the various media. Six hours of supervised studio.

Prerequisite: Art 1, 10, and 104 or permission.

202

SCULPTURE

Monk

Sculpture in any media previously studied.

Prerequisite: Art 122

223, 224

PRINTMAKING

Twiddy

An exploration into the creative possibilities of relief printing and intaglio in the fall term and lithography and screen printing in the spring term.

Prerequisite: Art 1, 10, 117S or 118S or permission

225

PAINTING

Twiddy

Painting in any media previously studied. The emphasis is on craftsmanship and an exploration into the creative possibilities of the various media. Six hours of supervised studio.

Prerequisite: Art 1, 10, and 108 (or 115) or permission.

301, 302

ADVANCED PAINTING

Twiddy, Oliver

Advanced painting for those students who have demonstrated their ability to continue creative work on their own initiative in the media previously studied.

Prerequisite: Art 104, 225 (or 226) and permission.

303

ADVANCED DRAWING

Oliver

Advanced drawing for those students who have demonstrated their ability to continue creative work on their own initiative. Six hours of supervised studio.

Prerequisite: Art 201 and permission.

[307], 308

ADVANCED PRINTMAKING

Twiddy

Advanced printmaking for those students who have demonstrated their ability to continue creative work on their own initiative. A continuation of techniques previously studied.

Prerequisite: Art 10, 104, 223 (208) and permission.

313, 314

STUDENT TEACHING IN ART (See Education)

361, 362

INDEPENDENT STUDY IN STUDIO (½ or 1)

The Department

Individually planned program with area of emphasis related to the student's major area of concentration (see statement of the major). Supervised independent work.

Prerequisite: One 300 level course in the area of proposed study and permission.

ASIAN STUDIES

ALTHOUGH NO MAJOR IS OFFERED IN ASIAN STUDIES, the following courses enable the student to gain some knowledge of the art, government, history, and religion of selected countries of Asia.

[Art 205 Oriental Art]

[English 106 Chinese and Japanese Literature in Translation]

[Government 220 Comparative Politics of South Asia]

Religion 219, [220] Religions of Asia

Social Studies 135, 136 Asian Civilizations

Biology

Chairman

ERNEST P. EDWARDS

Professor

MARGARET SIMPSON

Professor

MARK M. POLANSHEK

Assistant Professor

JOANNE ROSINSKI

Assistant Professor

A STUDENT WHO ELECTS BIOLOGY as her major subject must complete 11 units in biology, including Biology 351 and one course in each of the following areas: Plant Biology: 114; Animal Biology: 109 or 120; Molecular Biology: 100 or 206; Population Biology: 115 or 117. At least one course in the major must be a field course. In addition, she must take one year of chemistry, excluding Chemistry 2. Organic chemistry, physics, and mathematics are strongly recommended. She must also satisfy the comprehensive requirement.

The Biology-Chemistry major is described under interdepartmental majors and Environmental Studies under special programs.

•3X or 3Y

INTRODUCTION TO BIOLOGY

The Department

An introduction to the principles and methods of biology. Three hours lecture or discussion and one three-hour laboratory. Enrollment limited.

[5

PLANTS AND PEOPLE]

The role of plants in history, agriculture, and human health. Three hours lecture and discussion. Alternate years.

[16

TOPICS IN BIOLOGY]

Simpson

An introduction to the experimental method in biology. A preliminary consideration of experimental design, library sources, and laboratory techniques is followed by an individual research effort planned and conducted by the student on a topic of her own choice. Four hours of lecture, discussion, and laboratory. Alternate years.

Prerequisite: Biology 3 or permission.

•100

CELL BIOLOGY (1½)

Rosinski

An introduction to the molecular aspects of cell function and differentiation. Three hours lecture and discussion and one three-hour laboratory.

Prerequisite: Biology 3 or permission.

[105

GENETICS (1½)]

An introduction to gene action and the principles of inheritance. Three hours lecture and discussion and one three-hour laboratory. Alternate years.

Prerequisite: Biology 3 and 100, or permission.

109

COMPARATIVE VERTEBRATE MORPHOLOGY (1½)

Simpson

Functional anatomy of vertebrates, with emphasis on evolutionary adaptations. Three hours lecture and two two-hour laboratories.

Prerequisite: Biology 3 or permission.

114

PLANT BIOLOGY (1½)

Rosinski

The structure, reproduction, and evolutionary relationships of plants. Three hours lecture and two two-hour laboratories. Alternate years.

Prerequisite: Biology 3 or permission.

115

GENERAL ECOLOGY (1½)

Edwards

A study of the principles of ecology, primarily as illustrated by the terrestrial ecosystems in the Sweet Briar area, and the application of these principles to the study of human ecology. Three hours lecture or discussion and three hours laboratory or field work. Not open to freshmen. Excluded from Pass/Fail grading. Alternate years.

Prerequisite: One unit of laboratory science.

•116

ORNITHOLOGY

Edwards

A study of birds, their identification, structure, and habits. Two hours lecture and 2½ hours laboratory or field work. Field schedule to be arranged. Excluded from Pass/Fail grading.

Prerequisite: One unit of a laboratory science.

[117

FIELD NATURAL HISTORY]

Edwards

A study of the interactions of organisms which determine community structure in the deciduous forest, involving primarily identification and population ecology. Two hours lecture and 2½ hours laboratory work or field work. Not open to freshmen. Excluded from Pass/Fail grading. Alternate years.

Prerequisite: One unit of laboratory science.

120

INVERTEBRATE ZOOLOGY (1½)

Simpson

An introduction to the study of the invertebrate groups, excluding insects. Emphasis is placed on phylogenetic relationships, functional morphology, and natural history. Three hours lecture, one four-hour laboratory. Open to freshmen by permission. Alternate years.

Prerequisite: Biology 3 or permission.

161, 162

SPECIAL STUDY (1 or ½)

The Department

Individual study of some selected topic in biology. Open by permission. Either term may be selected independently.

[201

PLANT PHYSIOLOGY (1½)]

The study of plant function, including growth and development, metabolism and responses to the environment. Three hours lecture and discussion and one three-hour laboratory. Alternate years.

Prerequisites: Biology 114 and one unit of organic chemistry, which may be taken concurrently; or permission.

202

TAXONOMY AND ECOLOGY OF VASCULAR PLANTS

Edwards

Principles of classification with emphasis on local vascular plants including their distribution and ecology. Two hours lecture, three hours field work. Alternate years.

Prerequisite: Biology 3 and any one of the following: 114, 115, or 117; or permission.

203

PRINCIPLES OF DEVELOPMENT

Polanshek

An inquiry into the control of differentiation and morphogenesis, including concepts derived from plants, animals, and microbes. The generation and testing of hypotheses will be emphasized. Three hours lecture, discussion, and demonstration. Alternate years.

Prerequisite: Biology 100 or permission.

[206

MICROBIOLOGY (1½)]

Structure, physiology, and ecology of bacteria and other microorganisms. Two hours lecture and one three-hour laboratory. Alternate years.

Prerequisite: Biology 3 and one unit of chemistry or permission.

[208

VERTEBRATE HISTOLOGY (1½)]

Simpson

A study of the microanatomy and function of vertebrate tissues and organs. Three hours lecture and two 1½-hour laboratories. Open to sophomores by permission. Alternate years.

Prerequisite: Biology 100 and 109, or permission.

ENVIRONMENTAL STUDIES 216

AQUATIC ECOLOGY

226

COMPARATIVE ANIMAL PHYSIOLOGY (1½)

Simpson

An examination of the mechanisms involved in the self-maintenance of the animal organism, with examples drawn from all major groups. Three hours lecture, one four-hour laboratory. Alternate years.

Prerequisite: Biology 109, and any one of the following: Biology 100, 120, 206, or 208; one unit of organic chemistry which may be taken concurrently; or permission.

351

SENIOR SEMINAR IN BIOLOGY (½)

The Department

Papers and discussions dealing with selected current topics. Required of seniors majoring in the department; open to others by permission. One 1½-hour period per week.

361, 362

INDEPENDENT STUDY IN BIOLOGY

(½ or 1)

The Department

Topics or laboratory problems pursued independently by each student under supervision. Open to seniors majoring in Biology and to other qualified students with permission. Either term may be elected independently.

BIOLOGY-CHEMISTRY

EDWARDS, BLAIR

Advisers

A STUDENT WHO CHOOSES to major in biology-chemistry must complete six units of biology and six units of chemistry (exclusive of 115) at the 100 level or above; at least four of these 12 units must be at the 200 level or above. In addition, Physics 104 and Mathematics 24 are required.

The senior comprehensive requirement will be satisfied by an examination, the form of which will be determined by consultation among the student and the advisers early in the fall of her senior year.

This major will prepare a student for most medical, veterinary, or other professional health programs if the required Biology units are selected from among the following: 100, 105, 109, 203, 206, 208, 226.

BUSINESS: DUAL DEGREE IN BUSINESS

MILLER

Adviser

THE DUAL DEGREE PROGRAM in business enables a student to earn an A.B. degree with a liberal arts major from Sweet Briar College and a B.S. degree in business from a cooperating institution in five years. Under this program the student attends Sweet Briar for three academic years and either the McIntire School of Commerce of the University of Virginia, or the College of Industrial Management at the Georgia Institute of Technology for two academic years to fulfill the dual degree requirements.

A student who elects the 3-2 program in business must complete a minimum of 29 units at Sweet Briar. She must satisfy the distribution requirements for her major unless certain courses taken at the cooperating institution can be counted

toward the major. These requirements include the satisfactory completion of the comprehensive requirement in the spring of her junior year.

In addition, she must complete the following courses before leaving Sweet Briar. Economics 3, 4, 27, 107, and 108; two units in finite mathematics or calculus; two units in humanities (includes art, classics, drama, English above the 100 level, foreign literature in translation and courses in a foreign language beyond the degree requirements, music, philosophy, religious studies, and speech communication); and one unit in public speaking (may be deferred and taken at the cooperating institution).

A student interested in this program should consult with Mr. Miller, pre-business adviser. In order to permit sufficient time to plan to meet the requirements of the program, early enrollment is strongly recommended.

Chemistry

Chairman

BARBARA BLAIR

Professor

JOHN R. McCLENON

Professor

HELEN M. GAGER¹

Associate Professor

SHAKUNTALA GHARE

Visiting Assistant Professor

A STUDENT WHO ELECTS Chemistry as her major subject must complete eleven units in chemistry, exclusive of Chemistry 7, 8, 115. One course in physics at the 200 or 300 level may be used in place of one

course in chemistry to meet the eleven unit requirement. Chemistry 101, 109, 110, 207, 208, 351, and 352 must be included. Physics 6 (or 104) and Mathematics 24 are required and are prerequisite to Chemistry 207, 208.

Students who major in Chemistry must also satisfy the senior comprehensive requirement.

Because of the necessary sequence of courses it is strongly recommended that a student who considers majoring in Chemistry start its study in her freshman year and consult with the Department before registering for her sophomore courses. These students should elect Chemistry 7, 8 during the freshman year, if possible.

A reading knowledge of German and an introduction to the uses and applications of the computer are desirable.

Courses designated (TCC) are offered under the auspices of the Tri-College Consortium in Chemistry and taught by chemistry faculty at Randolph-Macon Woman's College (RMWC) and Lynchburg College (LC) as well as Sweet Briar College (SBC).

•2

CHEMISTRY FOR THE LIBERAL ARTS McClenon

A survey of the basics of chemistry through the study of several specific and timely topics involving applied chemistry. Areas of emphasis may include biologically important compounds, nuclear energy, space, macromolecules, or the origin of life. Four hours lecture and discussion, and one three-hour laboratory. This course does not serve as a prerequisite for any other course in chemistry.

¹On leave

•7

GENERAL CHEMISTRY I

Ghare, McClenon

An introduction to atomic structure, bonding, and the chemical elements. Solids, liquids, gases, and solution stoichiometry will also be discussed. Four hours lecture and discussion, and one three-hour laboratory.

•8

GENERAL CHEMISTRY II (1½)

Gager

Selected topics in chemistry including chemical equilibrium, thermodynamics, and reaction kinetics. Four hours lecture and discussion, and one three-hour laboratory.

Prerequisite: Chemistry 7.

•10

NEUROCHEMISTRY

Blair

An introduction to the study of chemicals involved in transmission of nerve impulses and of compounds which modify transmission, including psychoactive drugs.

Prerequisites: Chemistry 7, Biology 3 or permission.

102

ANALYTICAL CHEMISTRY (1½)

Blair

A study of modern methods of chemical separation and analysis including theoretical bases and practical applications. Analyses will utilize gas and ion exchange chromatography, potentiometric and spectrophotometric methods, and atomic absorption spectroscopy.

Prerequisite: Chemistry 8.

[104

INORGANIC MATERIALS]

Gager

A study of structure, bonding, and properties of inorganic materials. Topics will include the chemistry of metals, semiconductors, ceramics, and glasses. New developments in materials applications will be emphasized.

Prerequisite: Chemistry 8.

[•105Y

RADIOCHEMISTRY (TCC)]

Summerlin (LC)

A study of the fundamentals of radiochemistry. Topics to be covered include nuclear structure, radioactive decay laws, interaction of radiation with matter, types of detectors, radioactive dating techniques, and radioisotope applications. An integrated lab-lecture approach will be followed.

Prerequisite: Chemistry 8.

•109, 110

ORGANIC CHEMISTRY (1½)

McClenon

A study of the chief classes of carbon compounds including their syntheses and the mechanisms of their reactions. Laboratory work includes the techniques of separation, purification, and synthesis of organic compounds. The use of the chemical literature and spectroscopic methods is also covered. Three hours lecture and one three-hour laboratory.

Prerequisite: Chemistry 8.

•115

CHEMISTRY IN ACTION I (TCC) (½)

The Department

A field course with pre- and post-trip discussion. Industrial, medical, and hospital laboratories and nuclear facilities may be included. One long and two local trips are planned. Open for credit or audit by permission. This course may be taken only on a pass-fail basis.

180

**MICROPROCESSOR PROGRAMMING
AND APPLICATIONS**

McClenon

The applications of microprocessors to scientific problems. This course includes digital logic, machine-language programming, and the control of instruments by computer.

Prerequisite: permission.

207, 208

PHYSICAL CHEMISTRY

Ghare

A study of the principles, generalizations, and theories of chemistry including thermodynamics, chemical equilibrium, kinetics, and atomic and molecular structure. Three hours lecture.

Prerequisite: Chemistry 101 and 110, Mathematics 24, and Physics 6 (or 104) or permission.

207L, 208L

**PHYSICAL CHEMISTRY LABORATORY
(½)**

Ghare

Experiments in physical chemistry including experiments in thermodynamics, chemical equilibrium, kinetics, and computer usage. One three-hour laboratory.

Pre- or co-requisite: Chemistry 207, 208.

221

BIOCHEMISTRY

Blair

The study of biomolecules, energy transformations, and chemical reactions in living cells and the process of self-replication of living organisms. Three hours lecture.

Prerequisite: Chemistry 109.

221L

BIOCHEMISTRY LABORATORY (½)

Blair

Characterization of biochemical compounds and the experimental study of enzymatic reactions.

Pre- or co-requisite: Chemistry 221.

232

TOPICS IN BIOCHEMISTRY

Blair

A detailed study of selected topics of current interest such as specialized areas of metabolism, translation of the genetic code, or regulation of gene expression.

Prerequisite: Chemistry 221 or permission.

261, 262

SPECIAL STUDY (½ or 1)

The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission.

302

ELECTROCHEMISTRY

McClenon

The theoretical and practical aspects of analysis and synthesis of chemical compounds using electro-chemical techniques will be covered. Synthesis of organic and inorganic compounds and analyses using techniques such as potentiometry, coulometry, polarography, and conductivity will be included. Three hours lecture and one three-hour laboratory.

Prerequisite: Chemistry 207, or Physics 104, or permission.

309

ADVANCED ORGANIC CHEMISTRY

McClenon

A theoretical study of selected topics of current research in both synthesis and mechanisms of reactions. Three hours lecture. Given when desired by a sufficient number of students.

Prerequisite: Chemistry 208 or permission.

[312

MEDICINAL CHEMISTRY (TCC)]

Dahlgard (RMWC)

Gamble (LC)

Hansrote (LC)

General theories of drug design and drug action; discovery and development of natural and synthetic compounds having physiological action, including antihistamines, analgesics, anesthetics, chemotherapeutic agents, and drugs affecting the central and peripheral nervous systems.

Prerequisite: Chemistry 110 or permission.

351, 352

SENIOR SEMINAR IN CHEMISTRY (½, ½)

The Department

Special topics in chemistry to be pursued individually and presented to the group for discussion. Required of senior majors. Open to other qualified students in the department by permission.

361, 362

INDEPENDENT STUDY IN CHEMISTRY (½ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Chemistry 101, 110 and permission.

BIOLOGY-CHEMISTRY

See page 36

Classical Studies

Chairman

KENNETH T. WRIGHT, JR.

Professor

REYNOLD BURROWS

Professor

THE DEPARTMENT OF CLASSICAL STUDIES offers an interdisciplinary approach to the study of Greek and Roman antiquity. It integrates languages, literature, history, philosophy, archaeology, and art history in the discovery and exploration of the civilizations that are our own past. It aims to develop in the student a competence in the classical languages, an appreciation, comprehension, and enjoyment of those Greek and Latin authors who stand in undiminished status against the rivals of two-thousand years and whose texts have been the inspiration of every worthwhile European mind, and an understanding of the history and culture of the ancient world. The Department is interested both in students who wish to do their major work in Classical Studies and in students who wish to relate the study of an ancient literature to a modern literature or an allied subject. Allied subjects regularly include art, English, history, modern languages, philosophy, and religion.

The Department recognizes three types of concentration: Greek and Latin (Classics), Greek, and Latin.

A student concentrating in Greek and Latin (Classics) is required to complete ten units in the Greek and Latin languages above the 1-2 level. The units may be equally divided between the two languages, or six in one and four in the

other may be taken. In addition, two units in ancient history are required.

A student concentrating in Greek is required to complete ten units in the Department, of which six must be in the Greek language above the 1-2 level. In addition, two units in ancient history are required.

A student concentrating in Latin is required to complete ten units in the Department, of which eight must be in the Latin language above the 1-2 level. In addition, two units in ancient history are required.

In the last term of the senior year all students majoring in the Department will be required to satisfy the comprehensive requirement by demonstrating proficiency in an ancient language or languages, a knowledge of the major Classical authors in their literary and historical settings, and of the culture and history of the ancient world. The precise nature of the exercise will be determined in the fall term of the senior year by the Department in consultation with the students, and will vary according to the student's area of concentration. To assist her in preparing for this latter part of the comprehensive exercise, during the course of her junior and senior years a major will be required to cover a reading list in English translation of important works not read in courses normally offered by the Department.

GREEK

•1-2

ELEMENTARY GREEK

Burrows

The essentials of classical Greek grammar and syntax necessary for a foundation in reading the ancient authors, with written exercises and translation. Selected prose is read in the spring term.

•35, 36

INTERMEDIATE GREEK

Burrows

Readings in selected Greek authors, supplemented by a review of basic grammar and syntax, with emphasis on developing the student's proficiency in accurate reading and critical analysis of literary texts.

Prerequisite: Greek 1-2 or two units of Greek at entrance.

[121

GREEK HISTORIANS]

Wright

Readings in the major Greek historians with particular attention to content, literary and historical technique, and historical perspective.

Prerequisite: Greek 35, 36 or the equivalent, or permission.

[122

PLATO]

Burrows

Selected readings from the dialogues of Plato; lectures and discussion on Platonic thought and style.

Prerequisite: Greek 35, 36 or the equivalent, or permission.

221

GREEK EPIC

Burrows

Language, style, and content of the Homeric epic, with readings in the *Iliad* and *Odyssey*.

Prerequisite: Greek 35, 36 or the equivalent, or permission.

222

GREEK DRAMA

Burrows

One or two plays studied in detail, with special attention to their relevant cultural contexts, poetic and dramatic structure, use of mythical material, and treatment of character.

Prerequisite: Greek 35, 36 or the equivalent, or permission.

261, 262

SPECIAL STUDIES IN GREEK

The Department

Selected topics pursued by individual students under supervision of a member of the department. The content of the course will vary according to the interests and needs of the students.

Prerequisite: Permission.

LATIN

•1-2

ELEMENTARY LATIN

Wright

An introduction to the essentials of the Latin language necessary for a foundation in reading passages of average difficulty from a variety of Latin texts. Written exercises and translation. Selected prose is read in the spring term.

•35, 36

INTERMEDIATE LATIN

Fall term: Wright

Spring term: Burrows

Fall term: Selections from Cicero and the poems of Catullus and Ovid, with special attention to problems of language for students who need a review of basic grammar and syntax. Introduction to problems of translation and interpretation. Spring term: A critical reading, analysis and evaluation of selections from Vergil and Horace's *Odes*, supplemented by consideration of grammatical points and of the more common

verse forms used in Latin poetry.

Prerequisite: Latin 1-2 or two or three units of Latin at entrance.

120

CICERO

Burrows

Extensive reading in the philosophical treatises of Cicero with emphasis on ethical and political thought as well as literary style. Lectures and student reports.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

[121

ROMAN HISTORICAL WRITING]

Wright

A historical and critical analysis of how the Romans attempted to reconstruct their past, with readings from Sallust, Caesar, Livy, and the shorter works of Tacitus. Discussion of general principles, and reading of texts in Latin and in translation.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

[124

LUCRETIUS]

Burrows

Reading of selections from *De Rerum Natura*, with emphasis on the philosophic and literary features of the poem.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

[221

ROMAN SATIRE]

Burrows

An introduction to Rome's unique literary genre, with close reading of selected works of Horace, Persius, and Juvenal, supplemented by discussion of the origins, definitions, and history of satire.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

[222

PLAUTUS AND ROMAN COMEDY]

Wright

A study of Plautus in relation to contemporary Roman culture and the comic tradition.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

251

VERGIL

Wright

Selected books of the *Aeneid* are read, with particular attention to books 6-12. Informal lectures and class discussions will deal with structural, stylistic, thematic, and literary issues.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

[252

TACITUS]

Wright

Tacitus' approach to history as revealed by those portions of his works (with emphasis on the *Annals*) which illustrate such topics as his view of the nature and effects of autocracy of the value, influence, and shortcomings of Roman civilization.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

261, 262

SPECIAL STUDIES IN LATIN

The Department

Selected topics pursued by individual students under supervision of a member of the department. The content of the course will vary according to the interests and needs of the students.

Prerequisite: Permission.

CLASSICAL CIVILIZATION

The following courses do not require a knowledge of the Greek and Latin languages.

• 9

CLASSICAL MYTHOLOGY

Wright

A study through reading, illustrated lectures, and discussion of the range and content of the more important myths of the ancient Near East and Greece, and an examination of the historical basis of the myths and their place in Greek and Near Eastern literature and culture in general. An examination of myth as a concept and of various theories concerning its nature and origin. Some consideration will be given to comparative mythology and to various ways of analyzing myths.

• 12

INTRODUCTION TO GREEK

ARCHAEOLOGY

Wright

A survey of the development of archaeology and material culture in Greek lands and a detailed study of the topography, excavations and reconstructions of several sites of special importance in Greece and the Aegean, such as Troy, the Palace of Minos at Knossos, Olympia, Delphi, and Athens, as revealed by archaeological finds and analysis. Emphasis on the history of archaeological discovery. Illustrated lectures and discussion.

• 113 [114]

GREEK LITERATURE IN TRANSLATION

Burrows

Reading, analysis, and discussion of the major pieces of ancient Greek literature of the preclassical and classical periods from Homer to Aristotle. Fall term: Homer's *Iliad* and *Odyssey*, the lyric poets, Aeschylus, Sophocles, Euripides, and Aristophanes. Spring term: Herodotus, Thucydides, Plato, and Aristotle. Either term may be elected independently.

• 116

LATIN LITERATURE IN TRANSLATION

Wright

A survey of major works of Latin literature from the Middle Republic to the second century AD. Careful reading and analysis of such authors as Plautus, Catullus, Cicero, Lucretius, Horace, Vergil, the historians Livy and Tacitus, and the satirists Persius and Juvenal in terms of social, political, and cultural conditions, with particular attention to literary styles, themes, and techniques.

• 118

WOMEN IN GREECE AND ROME

Wright

The role and status of women in ancient society from the Greek Bronze Age through the first century of the Roman Empire, as presented in primary literary, historical, medical, legal, and religious documents; consideration of relevant archaeological evidence. Alternate years.

[221

ATHENS IN THE AGE OF PERICLES]

Burrows

A study of the history, literature, social and cultural values, art, and religion of Athens in the mid-fifth century B.C.

[222

ROME IN THE AGE OF AUGUSTUS]

Burrows

An investigation of the political, social, moral, and artistic life of Rome from 31 BC to AD 14, with a detailed investigation of the phenomenon known as the Principate. Selections from primary sources, literary and epigraphical, with supplementary study assignments to achieve an integrated view of the period.

351 or 352

SEMINAR

The Department

Study of topics not ordinarily covered by current course offerings. May include any area of classical civilization or of classical influence on later civilization. Topics will be selected to satisfy students' special areas of interest or need. Open to seniors majoring in the Department and to other qualified students with permission.

DANCE THEATRE

See Theatre Arts, page 103

ECONOMICS

See page 93

Education

Chairman

BYRD W. STONE

Associate Professor

WILLIAM E. ROYALTY

Assistant Professor

STUDENTS WHO ARE INTERESTED in preparing to teach in early-childhood, elementary, and secondary schools are

urged to consult a member of the Department during the freshman year in order to elect a proper sequence of courses to qualify for a teaching certificate.

Students who successfully complete the approved program of studies provided by the Department in compliance with standards that have been approved by the Virginia State Department of Education, are qualified for certification in states party to the Interstate Certification Compact. A brochure describing this program is available from the Department. To gain admission to the program, a student must make written application, using forms which may be obtained from a member of the Department staff. Many courses that are offered may be elected by students who wish to study education only as a cultural institution and not as preparation for teaching.

7

TEACHING HEALTH IN THE ELEMENTARY SCHOOL

Royalty

Insight into various aspects of teaching health at the elementary level. It will include course content for grade levels, developing units, lesson plans, and sources of materials to be used in teaching. Alternate years.

11Y

HEALTH DYNAMICS

Royalty

The course is designed to promote and develop health knowledge, attitudes, and skills useful in adult life. The major health topics covered will include mental health, drugs, diet and fitness, human sexuality, and consumerism.

• 110

INTRODUCTION TO EDUCATION

Royalty

A survey course that will introduce the student to the basic theories and ideas associated with education and teaching. Emphasis will be placed on what teaching is, what to teach, student/teacher interactions, teaching methods, planning, tests and measurements, discipline, historical perspectives, and current problems in education. Observation of actual teaching situations will be included. Alternate years.

203

EDUCATIONAL PSYCHOLOGY

Royalty

The psychological basis of modern educational theory and practice.

205

PRINCIPLES OF EDUCATION

Royalty

A survey of the purposes, organization, and practices of American education with some emphasis on comparative education.

207 or • 208

THE PRE-SCHOOL CHILD: THEORY AND PRACTICE

Stone

An introductory study of the growth and behavior of the young child. Four hours of observation and teaching and one hour of lecture and discussion.

Prerequisite: Permission.

209

TEACHING READING AND CHILDREN'S LITERATURE

Stone

Principles, techniques, and materials used in teaching reading skills and children's literature in elementary schools.

[210

**CONTEMPORARY PROBLEMS IN
EDUCATION]**

Royalty

The historical and philosophical background of modern educational problems; the role of education in relation to society. Alternate years.

300

ELEMENTARY SCHOOL METHODS

Stone

Curriculum, principles, and methods of the elementary school, kindergarten through grade 7. A study of teaching objectives and classroom procedures. A project in correlation with Education 304 is required.

Prerequisite: Permission. May be taken only while enrolled in Education 304.

302

SECONDARY SCHOOL METHODS

Royalty

The organization of instruction and the selection of appropriate classroom teaching aids. A project in correlation with Education 306 is required.

Prerequisite: Permission. May be taken only while enrolled in Education 306.

304

**STUDENT TEACHING IN THE
ELEMENTARY SCHOOL (2)**

Stone

Observation, supervised practice teaching, and participation in school activities for a minimum of 15 hours a week (totaling at least 130 clock hours) at the elementary school level. Required for certification.

Prerequisite: Permission.

306

**STUDENT TEACHING IN THE
SECONDARY SCHOOL (2)**

Royalty

Observation, supervised practice teaching, and participation in school activities for a minimum of 12 hours a week (totaling 130 clock hours) at the secondary school level. Required for certification.

Prerequisite: Permission.

309 or 310

**ADVANCED NURSERY SCHOOL AND
KINDERGARTEN PRACTICE**

Stone

Six hours of teaching nursery school and kindergarten with an independent project involving the pupils.

Prerequisite: Education 207 or 208 and permission.

312

**THE DIAGNOSTIC TEACHING OF
READING**

Stone and visiting lecturers

The theory and techniques of diagnosing reading difficulties in elementary school children and providing instruction to fit their individual needs. Two hours lecture and discussion, two hours tutoring in area schools per week. Students taking this course should have a car available.

Prerequisite: Education 209 and permission.

313, 314

STUDENT TEACHING IN ART (½, ½)

Stone, Oliver

Observation and supervised practice teaching in the field of art at the elementary level for a minimum of 30 clock hours.

Prerequisite: Art Studio 1 or 2 and 1 unit in education and permission.

361, 362

INDEPENDENT STUDY IN EDUCATION

(½ or 1)

The Department

Special topics in education pursued by individual students under supervision.

Open, with permission of the Department, to juniors or seniors. Either term may be elected independently.

ENGINEERING: PRE-ENGINEERING STUDIES ELKINS

Adviser

The student who plans to enter the dual-degree program in Engineering or Computer Science should elect the Pre-Engineering major. The first three years or 29 units are completed at Sweet Briar, where the student receives a broad liberal arts education and meets the requirements for the technical program. The remainder of the program (usually two years) is completed at one of the several affiliated institutions. Grades and credits will be transferred to Sweet Briar so that the student can satisfy the requirements for graduation and graduate with her class from Sweet Briar.

Any student considering the Pre-Engineering major should consult the adviser as early as possible to plan her three-year program and obtain a list of the required courses. In her freshman year, she should elect Math 23, 24 and two units of a laboratory science.

The comprehensive requirement will be completed during the third year at Sweet Briar and will be determined by consultation among the student, the adviser and a representative of the department of primary interest.

English

Chairman

ROSS H. DABNEY

Professor

RALPH AIKEN

Professor

RICHARD C. ROWLAND

Professor

E. LEE PIEPHO

Associate Professor

WILLIAM E. SMART, JR.

Associate Professor

ROSALIE F. MURPHY*

Assistant Professor

JOHN E. SAVARESE

Assistant Professor

KARL TAMBURR

Assistant Professor

THOMAS C. ALLEN*

Lecturer

BERNICE GROHSKOPF

Writer-in-Residence

THE DEPARTMENT OFFERS MAJORS in English and in English and Creative Writing.

A student who elects English as her major subject must complete at least eight units within the Department. The work of the major must include at least three units from the following courses: 213, 217, 219, 223, 225, 226, 237, 238, 240, Theatre Arts 283; at least two units from the following courses: 241, 242, 267, 268, 273, 274, Theatre Arts 284; and at least two units from the following courses: 279, 280, 293, 294, 297, 298. English 214, 229, 230, 231, and 232, as well as winter-term courses, may satisfy these requirements when

*Part-time.

their material is appropriate. History 107, 108, History of Modern Britain, is strongly recommended as an elective.

No course below the 100-level may be counted toward the majors in English or in English and Creative Writing.

In the last term of her senior year the student majoring in English must complete a comprehensive exercise that demonstrates a knowledge of the major periods of English and American literature. The exact form that the exercise will take will be determined in the fall of the senior year by the Department in consultation with the students. If a senior thesis is elected to fulfill this requirement, it must draw upon materials from at least three literary periods and it must be completed by the date of the comprehensive examination. No academic credit will be given for this thesis.

English 101, 102, or the equivalent, is a prerequisite to the major in English and Creative Writing, and should be taken no later than the sophomore year. A student who elects English and Creative Writing as her major subject must complete at least four additional units in writing, including 361, 362 in the senior year, and six units in literature. The work of the major must include at least two units from the following courses: 213, 217, 219, 223, 225, 226, 237, 238, 240, Theatre Arts 283; at least two units from the following courses: 241, 242, 267, 268, 273, 274, Theatre Arts 284; and at least two units from the following courses: 279, 280, 293, 294, 297, 298. English 214, 229, 230, 231, and 232, as well as winter-term courses, may satisfy these requirements when their material is appropriate.

In the last term of her senior year the student majoring in English and Creative Writing must present a major piece of writing and she must complete a comprehensive exercise that demonstrates a knowledge of the major periods of English and American literature. The exact form that the exercise will take will be determined in the fall of the senior year by the Department in consultation with the

students. If a senior thesis is elected to fulfill this requirement, it must show a knowledge of the tradition of the genre in which the student writes. No academic credit will be given for it, and both the thesis and the piece of writing must be completed by the date of the comprehensive examination.

The majors in American Studies are described on p. 00. The majors in Theatre Arts and in Dance Theatre are described under Theatre Arts.

English 1, Thought and Expression, is required of all freshmen except those who are exempted or advanced. A student who fails English 1 is required to take Composition in the winter term.

•1

THOUGHT AND EXPRESSION

The Department

The study of prose, poetry, and drama as a basis for training in writing.

•4

CHAUCE, SHAKESPEARE, AND MILTON

Tamburr

A study of selected works by these three writers.

•6

INTRODUCTION TO CREATIVE WRITING

Grohskopf, Smart

The study and writing of autobiography and short fiction.

Prerequisite: Permission.

•8

WOMEN AND LITERATURE

Aiken

A study of women characters and women writers in English, American, and foreign literature.

•16

AMERICAN FICTION

Savarese

Classic writers (such as Poe, Hawthorne, Twain, James, Wharton, and Fitzgerald) considered as novelists, short-story writers, or both.

•[20

RUSSIAN LITERATURE IN, TRANSLATION]

Rowland

A reading of significant works—drama, fiction, and autobiography—of the nineteenth and twentieth centuries, by such writers as Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and Solzhenitzyn.

•24

LITERATURE OF CHILDHOOD

Rowland

A study of the image of the child in both adult and children's works by such writers as Blake, Dickens, Carroll, James, and McCullers.

•26

WORLD FICTION SINCE 1945

Piepho

A reading of significant American and foreign fiction since World War II, by such writers as Borges, Camus, Solzhenitzyn, and Fowles. Foreign works will be read in translation.

•28

ADVANCED COMPOSITION

Murphy

The study and writing of expository prose.
Admission by permission.

103, 104

MAJOR BRITISH WRITERS

Tamburr

A study of important works of major writers. Fall term: Chaucer, Shakespeare, Milton, and a selection from the lyric poets. Spring term: Swift, Pope, Fielding, Wordsworth, Keats, Dickens, Yeats, and Joyce. Either term may be elected independently.

[106

CHINESE AND JAPANESE LITERATURE IN TRANSLATION]

Rowland

A reading of works representative of the Chinese and Japanese literary traditions.

•161, 162

SPECIAL STUDY (½ or 1)

The Department

Topics in literature or writing pursued by individual students under supervision. Either term may be elected independently.

Open with permission of the Department to specially qualified sophomores and spring-term freshmen.

177, 178

MAJOR AMERICAN WRITERS

Fall Term: Savarese

Spring Term: Allen, Dabney

The development of the literature of the United States, with detailed consideration of some of the major writers of the nineteenth and twentieth centuries. Fall term: The beginnings to 1880. Spring term: 1880 to the present. Either term may be elected independently.

213Y

STUDIES IN MEDIEVAL LITERATURE

Tamburr

The study of selected medieval works both in the original and in translation. Alternate years.

Sophomores admitted by permission.

[214

**AMERICA'S COMING OF AGE,
1890-1929]**

Savarese, Taylor

A study of the writers and thinkers who influenced and reflected the transition of American life from the nineteenth century to the modern era. Social and political forces, developments in science and the arts, and English and continental influences will also be discussed. Readings from social commentators, philosophers, novelists, and poets, such as Jane Addams, John Dewey, Thorstein Veblen, T.S. Eliot, Sherwood Anderson, and Sinclair Lewis.

Prerequisite: One course at the 100 level or above in a related area of American or English history or literature.

217Y

**HISTORY OF THE ENGLISH
LANGUAGE**

Tamburr

A study of the continuing development of English words, grammar, and syntax, including sources of vocabulary and changes of form, sound, and meaning.

Sophomores admitted by permission.

Offered in the Winter Term 1981.

[219

CHAUCE[R]

Tamburr

A reading of Chaucer's major works. Alternate years.

Sophomores admitted by permission.

223

ENGLISH DRAMA

Aiken

A study of the major works of English drama from the beginnings to 1642, excluding Shakespeare. Alternate years.

Sophomores admitted by permission.

225

SHAKESPEARE: TWELVE PLAYS

Piepho

A reading of twelve plays chosen from the various forms of drama and periods of Shakespeare's career, excluding those to be studied in English 226.

Sophomores admitted by permission.

226

SHAKESPEARE: SIX PLAYS

Piepho

A reading of *Richard II*, *Henry V*, *As You Like It*, *Othello*, *King Lear*, and *The Winter's Tale*.

Sophomores admitted by permission.

229, 230

STUDIES IN AMERICAN LITERATURE: I

Fall Term: Rowland

Spring Term: Savarese

Fall term: Life in Virginia as reflected in novels, journals, poetry, and other documents from the early voyages to the present. Spring term: Modern urban life and surroundings as viewed by the arts (fiction, poetry, drama, photography, and painting) and the social sciences. Taught with the participation of the Division of Social Studies and the Department of History of Art. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[231, 232

STUDIES IN AMERICAN LITERATURE: II]

Savarese

Fall term: The Mark Twain Era. Spring term: The twentieth-century American short story. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[237, 238

**ENGLISH LITERATURE OF THE
RENAISSANCE]**

Piepho

Fall term: Sixteenth-century prose and poetry.

Spring term: Seventeenth-century prose and poetry. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

240

MILTON

Aiken

A reading of Milton's major works. Alternate years.

Sophomores admitted by permission.

241, 242

**ENGLISH LITERATURE OF THE
RESTORATION AND THE
EIGHTEENTH CENTURY**

Aiken

Fall term: Drama, poetry, and prose of the Restoration and early eighteenth century, with emphasis on Restoration comedy, Dryden, Swift, and Pope. Spring term: Drama, poetry, and prose of the latter part of the eighteenth century, with emphasis on Johnson and the novel. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[267, 268

**ENGLISH LITERATURE OF THE
NINETEENTH CENTURY]**

Aiken

Fall term: Romantic poetry and prose, with emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Spring term: Victorian poetry and prose, with emphasis on Tennyson, Browning, and Arnold. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

273, 274

THE ENGLISH NOVEL

Dabney

A chronological study of the English novel through the nineteenth century. Fall term: Defoe to the Brontës. Spring term: Dickens to James. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[279, 280

MODERN DRAMA]

Fall term: Aiken

Spring term: Tamburr

Fall term: An intensive study of plays by Ibsen, Strindberg, Chekhov, Shaw, Synge, and O'Casey. Spring term: A survey of continental, British, and American plays from World War I to the present. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

293, 294

MODERN POETRY

Rowland

A chronological study of significant American and British poets of the modern period. Fall term: Emphasis on Hopkins, Yeats, and Eliot. Spring term: A selection of contemporary poets. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[297

**TWENTIETH-CENTURY AMERICAN
FICTION]**

Rowland

A study of significant American fiction of the twentieth century, by such writers as Wharton, Dreiser, Fitzgerald, Hemingway, Faulkner, and Bellow. Alternate years.

Sophomores admitted by permission.

[298

TWENTIETH-CENTURY BRITISH FICTION]

Aiken

A study of significant British fiction of the twentieth century, by such writers as Conrad, Forster, Woolf, Joyce, Lawrence, Waugh, Golding, Burgess, and Fowles. Alternate years.

Sophomores admitted by permission.

352

SEMINAR

Piepho

Topical studies in English, American, and foreign literature.

Open to seniors majoring in English and to other qualified seniors with permission of the Department.

361, 362

INDEPENDENT STUDY IN ENGLISH

($\frac{1}{2}$ or 1)

The Department

Special topics in literature, writing, or drama pursued by individual students under supervision. Either term may be elected independently.

Open with permission of the Department to juniors and seniors.

WRITING

101, 102

WRITERS' WORKSHOP I

Smart

The writing of fiction, poetry, non-fiction, and drama. The work submitted will be discussed informally by the group and with the instructor in individual conference, with the aim of improving the student's ability to write effectively.

Prerequisite: Permission.

161, 162

SPECIAL STUDY. (See English 161, 162.)

207, 208

WRITERS' WORKSHOP II

Grohskopf

A continuation of Writers' Workshop I.

Prerequisite: English 101, 102 and permission.

361, 362

INDEPENDENT STUDY IN ENGLISH.

(See English 361, 362.)

ENVIRONMENTAL STUDIES

LANGLEY WOOD

Professor

Program Director

The coordinate program in Environmental Studies enables a student majoring in any discipline to coordinate her major with a study of environmental problems and issues. In addition to the core course, Environment 1, she will enroll in Environment 361 or 362, and 351 or 352. Though no other courses are required, she may enroll in additional environmental studies courses or in other environmentally oriented courses. In the Independent Study, usually to be completed during her junior year, she will carry out a project relating her major studies to some aspect of the environment. The coordinate program must be approved in advance and evaluated jointly by the student's major adviser and by the Director of Environmental Studies.

•1

THE ENVIRONMENT: WHAT ARE OUR CHOICES?

Wood and cooperating faculty

An introduction to the problems of man's relation to his environment, including historical, ethical, and aesthetic, as well as

political, scientific, and economic perspectives.

Open to all classes.

2
APPROACHES TO ENVIRONMENTAL POLICY

Wood

Field and laboratory experiences leading to an understanding of environmental policy formation. Special attention will be given to local environmental questions.

Prerequisite: Environment 1 and permission.

BIOLOGY 115. GENERAL ECOLOGY

[PHYSICS 8. ENVIRONMENTAL PHYSICS]

216

AQUATIC ECOLOGY (1½)

Wood

Introduction to the ecology of aquatic systems, with emphasis on biotic communities, population dynamics, productivity and energy flow, especially as these processes are illuminated by local freshwater habitats. Three hours lecture and 3½ hours field or laboratory study.

Prerequisite: Any biology course at or above the 100 level plus one course in any one of three disciplines: chemistry, earth science, or physics; or permission.

261, 262

SPECIAL STUDY (1 or ½)

Wood

Special topics pursued by individual students under supervision of environmental studies faculty or the Director or both.

Prerequisite: Permission.

351, 352

SENIOR SEMINAR

Wood and cooperating faculty

Reading and discussion of topics of special interest linking cooperating major programs and environmental studies. Required of all students in the coordinate program; open to other seniors by permission.

361, 362

INDEPENDENT STUDY (1 or ½)

Wood, major advisers

Special topics investigated by individual students under the supervision of the departmental adviser and the Director of Environmental Studies. Required of all students in the coordinate program.

Prerequisite: Permission of the departmental adviser and the Director of Environmental Studies.

European Civilization

RICHARDS

Program Director

THE EUROPEAN CIVILIZATION PROGRAM can be coordinated with work in any discipline. It is intended to lead to a broader understanding of the nature and development through the ages of civilization in Europe and to help the student acquire the necessary abilities for further independent analysis of that civilization and the cultures composing it. For some majors, particularly those in the humanities, it will provide a useful focus for the major. For all students, it offers training in clear thinking, writing, and speaking. In addition, the program offers opportunities for work in a number of disciplines in the humanities.

European Civilization 17 and 18 are broad introductions to crucial periods in the development of civilization in Europe. Students intending to pursue the program should take these courses as freshmen or sophomores. In addition, they should begin work in one or more of the humanities early in their career at Sweet Briar. The colloquia, which vary from year to year, are the culminating experiences of the program. They are open to juniors and seniors in the program and to other students by permission. Each colloquium examines an aspect of civilization in Europe from the standpoint of two or more disciplines in the humanities.

A certificate is awarded to the student upon successful completion of the program. A detailed description of requirements in the program is available from the director.

•17

**FOCUS ON THE PAST: THE
RENAISSANCE**

Armstrong, Berg, Piepho, Shannon

An introduction to European Civilization through the period which opens the door to the modern world. Emphasis on the origins and many facets of this period and on the approaches to it by various disciplines.

•18

**FOCUS ON THE PAST: ORIGINS OF THE
CONTEMPORARY AGE**

Berg, Richards, Rowland

An introduction to European Civilization through the period in which we live. Similar in emphasis to European Civilization 17.

341

**CULTURE AND SOCIETY IN EUROPE,
1900-1930**

Moran, Richards

An examination of one of the most fertile periods for the arts in European civilization. The emphases will be on art and literature on the one hand and popular culture on the other as expressions of the European experience in these years. Considerable attention will also be paid to the political and social contexts of the artistic and cultural developments.

Open to juniors and seniors in the program and to others by permission.

342

THE RISE OF GERMAN NATIONALISM

Grimm, Horwege, Wentworth

A study of the development of German nationalism from its beginnings through the early twentieth century through an examination of selected political, philosophical, and literary texts. Nationalism will be investigated as a European phenomenon in the nineteenth century and aspects of German nationalism will be differentiated from nationalism in other European countries. Topics covered will include Kant's philosophy, romantic philosophy and literature and the effect of the Napoleonic Wars on the German national consciousness, the struggles among the left-wing, liberal, and conservative forces in the *Vormärz*, Bismarck and the unification of Germany with its effect on nationalist sentiment, Hegel's and Nietzsche's influence on German thought, antisemitism, volkish thought, Pan-Germanism, nationalism in the First World War, politics, art, and literature in the Weimar Republic and the appearance of National Socialism as a movement arising out of the political, social, and philosophical developments in Germany and Europe.

Open to juniors and seniors in the program and to others by permission.

FRENCH

See page 60

GERMAN

See page 64

GOVERNMENT

See page 95

HISTORY

See page 98

ITALIAN

See page 66

Mathematics

Chairman

JUDITH M. ELKINS

Associate Professor

JOHN R. DAUGHTRY, JR.¹

Assistant Professor

BRIAN J. SHELBURNE

Assistant Professor

BESSIE H. KIRKWOOD

Visiting Assistant Professor

JAMES KIRKWOOD

Instructor

A STUDENT WHO ELECTS MATHEMATICS as her major subject must complete Mathematics 23, 24, 115, 116, 80, 207, 221, and four additional units numbered 200 or above.

The senior comprehensive requirement will ordinarily be satisfactory performance on an examination covering Mathematics 23, 24, 115, 116, 207, and 221. Students whose

¹on leave

grades in these six courses average 3.4 or higher may elect to complete an alternative project, subject to departmental approval. All mathematics majors should consult the department chairman for details by October 15 of the senior year.

•6

INTRODUCTION TO ELEMENTARY AND TRANSCENDENTAL FUNCTIONS

A study of the polynomial, absolute value, logarithmic, exponential, and trigonometric functions and their graphs.

Prerequisite: Three entrance units or permission. Not open to students who have had Mathematics 21.

•9

BASIC PROGRAMMING AND DESCRIPTIVE STATISTICS

Elkins, B. Kirkwood

An introduction to the use of computers and descriptive statistics: BASIC programming, organization of data, measures of central tendency and dispersion, and elementary probability. This course is designed for students not planning to major in mathematics.

Prerequisites: Three units of high school mathematics.

•10

STATISTICS OF INFERENCE

Shelburne

Binominal, normal, and chi-square distributions; sampling and hypothesis testing; linear regression; and correlation coefficient. An applications-oriented course based on problems from the behavioral, social, and life sciences.

Prerequisites: Three units of high school mathematics.

•21, 21W

**PRECALCULUS AND
DIFFERENTIATION**

Shelburne, B. Kirkwood

The study of elementary functions followed by an introduction to differential calculus. This sequence prepares the student for Mathematics 24 and is recommended for those students whose background does not include the trigonometric or logarithmic functions.

Prerequisite: Three entrance units. Not open to students who have had Mathematics 6.

•23

CALCULUS I

J. Kirkwood, Shelburne

Elements of plane analytic geometry. Basic properties and differentiation of elementary functions: polynomial, trigonometric, exponential, and logarithmic functions. Applications to maxima and minima.

Prerequisite: Mathematics 6, 21, or 3½ entrance units, including a study of the logarithmic and trigonometric functions and their graphs. Not open to students who have had Mathematics 21W.

•24

CALCULUS II

Elkins, B. Kirkwood

Integration of elementary functions. Sequences and series. Applications to area, volume, and scientific problems.

Prerequisite: Mathematics 23 or 21W.

•80W

FORTRAN PROGRAMMING

Shelburne, Elkins

An introduction to computer programming with applications to a variety of disciplines. Each student will program several problems using FORTRAN.

Prerequisite: One of the following: Mathematics 23, Mathematics 9, or permission. Credit will not be allowed for both 80 and 106.

•115

CALCULUS III

J. Kirkwood

Vector geometry in R^3 , functions of several variables, partial differentiation, gradients, and multiple integration.

Prerequisite: One year of calculus.

116

LINEAR ALGEBRA

B. Kirkwood

Matrices, determinants, vector spaces, and linear transformations.

Prerequisite: Mathematics 115.

151

**MATHEMATICS FOR ELEMENTARY
TEACHERS**

Elkins, Royalty

This course, together with any other mathematics course, will fulfill the mathematics requirement for certification for teaching in the elementary schools of Virginia. Alternate years.

Open to juniors and seniors.

163, 164

DIRECTED STUDIES (½ or 1)

Study of introductory level topic pursued under faculty direction. Content will vary according to needs of student. Either term may be elected independently.

Prerequisite: Permission.

180

COBOL AND DATA PROCESSING

Elkins

The COBOL programming language. Algorithms for business-oriented problems and structured program design. Data-file organization and storage media.

Prerequisite: Math 80 or permission.

203
PROBABILITY
B. Kirkwood
Topics in probability theory which are used in statistics and in the construction of probability models: discrete and continuous distributions of several random variables, independence, expectation, variance, the central limit theorem, and computer simulation programs illustrating the theoretical concepts. Alternate years.
Prerequisite: Mathematics 115 or permission to take 203 concurrently with 115.

204
STATISTICS
B. Kirkwood
Mathematical theory and applications of statistics, including sampling distributions, statistical inference, testing of hypotheses, multiple linear regressions, and non-parametric methods. Alternate years.
Prerequisite: Mathematics 203.

206
INTRODUCTION TO COMPUTER SCIENCE
Shelburne
A study of the hardware and software structures of a computer: memory and addressing; numerical representation; logical and arithmetic operations; machine language and assemblers; system software; I/O devices; data structures; searching and sorting. Alternate years.
Prerequisite: Mathematics 80 or permission.

207
SEQUENCES AND SERIES
Shelburne
Sequence and series of real numbers and of functions. Uniform convergence and power series. Fourier series and convergence in the mean. Required for a major in Mathematics.
Prerequisite: Mathematics 116.

[209
MODERN GEOMETRY]
Topics in Euclidean, projective, and non-Euclidean geometries. Alternate years.
Prerequisite: Mathematics 24.

[212
ORDINARY DIFFERENTIAL EQUATIONS]
Separation of variables, exact equations, first and second order linear equations. Solutions by power series, Laplace transforms and numerical methods. Applications to the physical and biological sciences. Alternate years.
Prerequisite: Mathematics 24.

221
MODERN ALGEBRA
Elkins
The study of abstract algebraic structures, including groups, rings, and fields. Required for a major in Mathematics.
Prerequisite: Mathematics 116.

[222
SELECTED TOPICS IN ALGEBRA]
Contents of this course will vary from year to year. A typical course might include topics from one or more of the following areas: matrix theory, Boolean algebras with applications to computer science, rings and modules, number theory, or geometric constructions. Alternate years.
Prerequisite: Mathematics 221 or permission.

[231
MATHEMATICAL MODELING]
Mathematical models with application to the social, life, and managerial sciences. Linear programming and one or more topics chosen from game theory, Markov chains, queuing models, networks, and graph theory. Alternate years.
Prerequisite: Mathematics 116 and either 80 or 106.

[248

VECTOR ANALYSIS]

Elkins

Differentiation of vector-valued functions, including Jacobians, chain rules, implicit function theorems, and Lagrange multipliers. Line and surface integrals, including Green's, Divergence, and Stokes' Theorems.

Prerequisite: Mathematics 116 or permission.

258

COMPLEX ANALYSIS

Shelburne

Algebra of complex numbers, analytic functions, Cauchy-Riemann equations, Cauchy's theorem, Taylor and Laurent expansions, and calculus of residues. Alternate years.

Prerequisite: Math 116

261, 262

SPECIAL STUDY (½ or 1)

Contents of this course will vary according to the interests of the students and instructor. Either term may be elected independently. Offered when desired by a sufficient number of students.

Prerequisite: Permission.

[266

NUMERICAL ANALYSIS]

Topics chosen from the following numerical methods: computer calculations, approximation of functions, differentiation, integration, solution of ordinary differential equations, and inversion of matrices. Alternate years.

Prerequisite: Mathematics 116 and one course in FORTRAN programming.

298

INTERMEDIATE ANALYSIS

J. Kirkwood

A careful study of the following concepts in analysis: the topology of R^n , limits, continuous functions, integration and differentiation of functions. Alternate years.

Prerequisite: Mathematics 207.

361, 362

INDEPENDENT STUDY IN MATHEMATICS

Prerequisite: Open to advanced students by permission.

MATHEMATICAL PHYSICS

ELKINS, LENZ

Advisers

A STUDENT WHO ELECTS MATHEMATICAL PHYSICS as her major field must complete six units in mathematics and six units in physics at the 100 level or above, exclusive of Mathematics 151.

A comprehensive examination or at least one unit of Senior Seminar and completion of a suitable research project are required for the major.

Modern Languages

Chairman

GILBERTE G. VAN TREESE

Professor

MARIA Z. EMBEITA

Professor

ROBERT G. MARSHALL*

Professor

BEATRICE P. PATT**

Professor

**MARIE-THERESE SOMMER-
VILLE**

Professor

NANCY BRADLEY CROMEY¹

Associate Professor

RONALD E. HORWEGE

Associate Professor

GLENN J. VAN TREESE

Associate Professor

F. RODMAN GANSER

Assistant Professor

ALIX INGBER

Assistant Professor

DOMINQUE LEVEAU

Assistant Professor

TONIA CATERINA RIVIELLO

Visiting Instructor

MAJORS ARE OFFERED in French, Spanish, and Modern Languages; and in German for students who 1) spend their junior year in an approved program of studies abroad, or 2) participate in an approved program of summer studies. In cooperation with other academic departments, the Department also participates in programs providing majors in French Studies, German Studies, and Italian Studies. The programs are designed to encourage the student to combine her interests in a language with other disciplines. The student considering such a program, or planning to study abroad, should consult the chairman as soon as possible to assure proper preparation.

A student who chooses one of these majors is expected to achieve a reading, writing, and speaking knowledge of the language in which she concentrates. The foreign language is us-

ed exclusively in all advanced courses and as much as possible in the others. Not more than one course given in English may be credited toward the major. The Department recommends a residence of six weeks or more in a summer school where the exclusive use of the foreign language is required. A student who has begun the study of a language in college will still find it possible to fulfill the major requirement in the language by arranging her courses in consultation with her major professor.

The nature of the senior comprehensive exercise for all these majors will be determined in the fall of the senior year by the faculty of the Department in consultation with the students. The requirement may consist of or include demonstration of oral proficiency in the language of concentration.

A student who elects French as her major subject will present at least eleven units in French courses numbered 100 or above, including the Senior Seminar (351, 352). The student will be expected to present at least one unit in each of the three general areas of French literature designated below, and at least two units in language or culture, one of which will be on the 200 level.

A student who elects German as her major subject will present at least ten units in German courses numbered 100 or above.

A student who elects Spanish as her major subject will present at least eleven units in Spanish courses numbered 100 or above, including 101X (or 101Y), 123, 124, and 351.

A student who elects Modern Languages as her major subject must complete fifteen units in any three languages. She may complete five units in each of three languages, including only courses normally creditable to the major in those languages, or she may complete six units in a language of principal concentration, including only courses creditable to the major in that language and at least two units in literature, in which case she must present also at least four units in courses creditable toward the major in a second language, and at least two units above the intermediate level in a third language.

¹On sabbatical leave Fall and Winter terms

*Part-time; *Director, Junior Year in France.*

**Part-time; *Dean of the College.*

Language courses designated TCC are offered under the auspices of the Tri-College Consortium and taught by faculty at Randolph Macon Woman's College (RMWC), Lynchburg College (LC), as well as Sweet Briar College.

FRENCH STUDIES GERMAN STUDIES ITALIAN STUDIES

THE STUDENT WHO ELECTS ONE OF THESE MAJORS is expected to complete twelve units in courses which are normally accepted for a major in each of the cooperating departments (see below). Six of these units will be elected from courses in the foreign language and literature of concentration, four will be elected in a second area of concentration, and two will be elected in a third area.

Proper preparation for and successful completion of these majors depend upon consultation with the three advisers from the departments elected, early in the student's course of study. Admission to the program is dependent on the student's obtaining written approval from her advisers by the end of the fall term of the sophomore year. Courses prerequisite to the major in each of the three related areas must be completed by the conclusion of the sophomore year.

Students will be expected to pass a comprehensive examination or to engage in a comparable exercise to be determined in consultation with the major advisers at the beginning of the senior year.

A statement outlining requirements, prerequisites, and a recommended program of study is available from each of the advisers and from the chairman of the Department of Modern Languages.

FRENCH

Language and Culture

•1, 2

ELEMENTARY FRENCH

G. J. Van Treese

For beginners. Four class periods and two laboratory periods.

•2X

ELEMENTARY FRENCH

G. G. Van Treese

Reserved for those students who have some acquaintance with the language. Students who take this course are expected to continue the study of French in the winter term (French 2W) and to continue in the spring term with French 6. Four class periods and two laboratory periods.

•5, 6

INTERMEDIATE FRENCH

Fall term: Leveau, Sommerville

Spring term: The Department;

G. G. Van Treese

Formal study and practice in speaking, reading, writing, and understanding French. Regular laboratory attendance is required.

Prerequisite: French 1, 2 (for 6: 5 or 2X and 2W), or two or three units at entrance.

•100X

COURS PRATIQUE DE LANGUE

The Department

Development of language skills, with emphasis on written expression. Successful completion of this course satisfies the language requirement.

Prerequisite: Placement test or permission of the Chairman.

•[119Y
PHONETICS AND MORPHOLOGY]

Laboratory recordings, discrimination tests, pronunciation drills, interpretative reading. Two class periods and one laboratory.

Prerequisite: French 5, 6 or the equivalent, or permission.

•131X or 131Y
FRENCH CONVERSATION
Sommerville

Oral self-expression based on contemporary topics.

Prerequisite: French 5, 6 or the equivalent, and permission of the Chairman upon written recommendation of the student's current instructor.

[217X or 217Y]
THEME ET VERSION

Theme: Translation of selected works from English into French.

Version: Translation of selected works from French into English. Both *Thème* and *Version* will be treated in each term.

Prerequisite: Any course in French numbered 100 or above.

[219X] or 219Y
ADVANCED COMPOSITION

The Department

Modern stylistic usage, exercises in composition. Reserved for advanced students who normally will have completed French 100X or the equivalent.

Prerequisite: Permission.

231Y
HISTORY AND CULTURE OF MODERN
FRANCE FROM 1870 to 1918
G. G. Van Treese

The establishment of democracy in France. Customs and mores of the French. French

civilization as reflected in the arts. Offered 1979-80, 1980-81.

Prerequisite: Any course in French numbered 100 or above, or permission.

[232
HISTORY AND CULTURE OF MODERN
FRANCE FROM 1918 TO THE PRESENT]

Political evolution. Customs and mores of the French. French civilization as reflected in the arts. Offered 1981-82, 1982-83.

Prerequisite: Any course in French numbered 100 or above, or permission.

Literature

•[105X or] 105Y
INTRODUCTION TO LITERARY
ANALYSIS

The Department

A study of the most characteristic aspects of French literature based on intensive reading of texts chosen from various periods and genres (poetry, drama, and novels). Student participation in discussions and practice in written and oral expression will be emphasized.

Prerequisite: French 100X or the equivalent, or permission.

[150
MASTERPIECES OF FRENCH
LITERATURE IN TRANSLATION]

The evolution of the modern French novel. Experiments in fiction by major French novelists based on close readings and class discussion. The readings will include works by Madame de Lafayette, Balzac, Flaubert, Zola, Proust, Gide, Sartre, and Camus. Taught in English, using texts translated into English. Majors may participate with permission of instructor, preparing papers and examinations in French.

Prerequisite: English 1, or one unit in any literature.

Prerequisite for all of the following courses:
French 105X or 105Y.

AREA I:

*Studies in the Middle Ages
and the Renaissance*

[222

THE MEDIEVAL HERO]

Definition and identification of hero-figures in the French epic; the ethics, actions, and influence of Roland and Charlemagne in the *Chanson de Roland* and their evolution in subsequent works. Consideration of the *baron révolté* in other epics; anti-hero, or evidence of changing values.

[223Y

THE ROMANCE]

Beginnings of the European novel in the 12th century France; the cultural-literary climate leading from the early *Tristan et Iseut* to the Arthurian cycle and its major author, Chrétien de Troyes.

[224

**POETRY OF THE MIDDLE AGES AND
THE RENAISSANCE]**

Early poetic expression in medieval France: theories of origin and development of lyric, satirical and didactic verse from peasant May festivals to the court poet Pierre Ronsard.

[226

RABELAIS AND MONTAIGNE]

Examination of the Protean spirit of Renaissance France through the two masters of 16th century prose: comparisons between Rabelaisian *joie de vivre* and the more inward-looking Montaigne.

229

FROM BAROQUE TO ROCOCO

Marshall

Study of the evolution of Baroque themes and style in literature from the late 16th century to the Rococo manner of the early 18th century. Consideration of the relation to the other arts and the political and religious background of the period.

AREA II:

*Studies in Classicism
and Romanticism*

[251

**FRENCH DRAMA FROM CORNEILLE TO
BEAUMARCHAIS]**

The classical form and its gradual evolution to the *drame*.

[252

**THE NOVEL FROM LA PRINCESSE
DE CLEVES TO ADOLPHE**

The evolution and crisis of the novel, from the *nouvelle historique* through the development of the *roman memoire*, *roman epistolaire*, to a return to the classic content but in first person nar-

255Y

LES PHILOSOPHES

G. J. Van Treese

Major figures of the eighteenth-century Enlightenment in France.

[256

THE CONCEPT OF ROMANTICISM]

The development of the Romantic movement in nineteenth-century France, with emphasis on the esthetic, thematic and ideological aspects of the movement. Authors studied will include Chateaubriand, Lamartine, Vigny, Hugo, Balzac, and Stendhal.

AREA III:

Studies in Modern French Literature

281

THE FOUNDATIONS OF THE MODERN NOVEL

Leveau

Intensive study of narrative techniques and the representation of reality in major works by such authors as Flaubert, Maupassant, Zola, Huysmans, and Alain-Fournier.

[282X

THE NOVEL FROM PROUST TO THE NOUVEAU ROMAN]

Recent experiments in fiction with discussion of Proust, Gide, Malraux, Sartre, Camus, Butor, and Robbe-Grillet.

[283Y

MODERN FRENCH POETRY FROM BAUDELAIRE TO THE PRESENT]

The nature of the poetic experience studied in the works of such authors as Baudelaire, Verlaine, Rimbaud, Mallarmé, Apollinaire, Saint-John Perse, Breton, Michaux, Eluard, and Prévert.

[284

STUDIES IN THE TWENTIETH-CENTURY THEATRE]

Sommerville

Major works of playwrights such as Claudel, Giraudoux, Cocteau, Anouilh, Montherlant, Sartre, Ionesco, Genet, and Beckett. Major themes will include symbolism, the use of myths, the influence of existentialism, and the theatre of the absurd.

[290

LA VISION DE LA FEMME DANS LA LITTÉRATURE FRANÇAISE]

Novels, plays, essays, and poems will be studied to illustrate the many variations of that vision during several centuries. Authors will include Simone de Beauvoir, Colette, George Sand, and Madame de Staël.

351, 352

SENIOR SEMINAR

The Department

A study of major trends in French civilization, team-taught by members of the Department. Required of seniors majoring in French. Open to other qualified students with permission of the Department. Either term may be elected independently.

361, 362

INDEPENDENT STUDY IN FRENCH

(½ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open, with permission of the Department, to qualified students.

FRENCH STUDIES

G. G. VAN TREESE

Adviser

THE MAJOR IN FRENCH STUDIES offers an opportunity to concentrate on the primary aspects of French civilization and culture. The student is expected to complete appropriate courses in the French language and literature and in two other related areas, such as art history, music, history, government, religion, or philosophy. Other combinations are possible with the permission of the advisers and the departments concerned. Normally one of these areas would be history. Participation in the Sweet Briar Junior Year in France or a summer in France or a French-speaking country in an approved program of studies is strongly recommended. Students who elect this major must take French 351, 352 (Senior Seminar).

GERMAN

•1, 2

ELEMENTARY GERMAN

Horwege

For beginners. Four class periods and two laboratory periods.

•5, 6

INTERMEDIATE GERMAN

Horwege

Formal study and practice in speaking, reading, writing, and understanding German. Regular laboratory attendance is required.

Prerequisite: German 1, 2 or two or three units at entrance.

•105

INTRODUCTION TO GERMAN LITERATURE

Horwege

A study based on readings and discussions of various representative works chosen from various periods and genres (poetry, drama, and prose). Student participation in discussion and practice in written and oral expression will be emphasized.

Prerequisite: German 5, 6 or three units at entrance.

[125

READINGS IN MODERN GERMAN LITERATURE I]

Selected readings from literature of the period between 1890 and 1933. Authors included are Kafka, Mann, Rilke, Hofmannsthal, Schnitzler, George Trakl, Heym, Benn, and Celan. Emphasis on the *novelle* and lyric poetry.

Prerequisite: German 5, 6 or three units at entrance.

126

READINGS IN MODERN GERMAN LITERATURE II

Horwege

German literature after 1945. Works of writers from both East and West Germany, Switzerland, and Austria.

Prerequisite: German 5, 6 or three units at entrance.

[131

GERMAN CONVERSATION AND COMPOSITION]

Practice in written and oral expression with discussions and essays based on contemporary topics and literary selections.

Prerequisite: German 5, 6 or the equivalent and permission.

[152

INTRODUCTION TO GERMAN CULTURE

A study of various historical, cultural, political, and social trends in East and West Germany, Austria, and Switzerland.

Prerequisite: German 5, 6 or the equivalent or permission.

Prerequisite for all of the following courses: Any course in the German language numbered 100 or above, or permission.

211

GROWTH AND STRUCTURE OF THE GERMAN LANGUAGE

Horwege

A study of the development of German from its Indo-European origins to the Modern Period. Emphasis on phonetic-phonemic, morphological, and syntactic change as well as on cultural trends influencing its development.

[222

GERMAN LITERATURE BEFORE 1700]

A study of trends in literature in relation to the social, historical, and religious conditions in Germany from the Middle Ages through the Baroque.

[251

THE AGE OF GOETHE I: GERMAN CLASSICISM AND ITS PRECURSORS]

A study of the Enlightenment, *Sturm und Drang*, and Early Classicism. Readings from Lessing, Wieland, Lichtenberg, Lenz, Klinger, Goethe, and Schiller.

[252

THE AGE OF GOETHE II: LATER CLASSICISM AND ROMANTICISM]

Selections from the later works of Goethe and Schiller, the works of Tieck, Novalis, Brentano, Arnim, Arndt, Eichendorff, the Schlegels, E.T.A. Hoffmann, Chamisso, and others.

261, 262

SPECIAL STUDY IN GERMAN

Horwege

Special topics pursued under supervision. Either term may be elected independently.

Prerequisite: Permission.

[271

GERMAN LITERATURE OF THE NINETEENTH CENTURY]

Selections from the writers of *Jungdeutschland*, Grabbe, Lenau, Morike, Droste-Hulshoff, Hebbel, Grillparzer, Ludwig, Nestroy, Stifter, C. F. Meyer, Keller, and Fontane.

[272

THE GERMAN NOVELLE]

A study of the novelle as a genre from the eighteenth to the twentieth century.

284

THE MODERN GERMAN DRAMA

Horwege

Selected plays by Hauptmann, Wedekind, Hofmannsthal, Toller, Kaiser, Sternheim, Brecht, Durrenmatt, and Frisch.

351, 352

SEMINAR

Horwege

Open to seniors majoring in German and other qualified students by permission. Given when desired by a sufficient number of students.

361, 362

INDEPENDENT STUDY IN GERMAN

(½ or 1)

Horwege

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open with permission of the department to advanced students.

211, 212 (TCC)

THE AGE OF GOETHE

de Vries (RMWC)

The course begins with the study of the Enlightenment, continues through the Storm and Stress movement and German Classicism to the beginnings of Romanticism.

Prerequisite: Permission.

GERMAN STUDIES

HORWEGE

Adviser

The major in German Studies offers an opportunity to concentrate on the primary aspects of German civilization and culture. The student is expected to complete appropriate courses in the German language and literature, and in two other related areas, such as art history, music, history, government, religion, or philosophy. Other combinations are possible with the permission of the adviser and the departments concerned. Normally one of these areas would be history. Participation in an approved program of studies in Germany or a German-speaking environment is strongly recommended.

ITALIAN

•1, 2

ELEMENTARY ITALIAN

Riviello, Cromey

A study of the essentials of grammar, the development of a simple, practical vocabulary, and readings based on present-day Italian life. For beginners. Four class periods and two laboratory periods.

•5, 6

INTERMEDIATE ITALIAN

Riviello, Cromey

Formal study and practice in speaking, reading, writing and understanding Italian. Regular laboratory attendance required.

Prerequisite: Italian 1, 2 or two or three units at entrance.

261, 262

SPECIAL STUDY IN ITALIAN

The Department

Special topics pursued under supervision. Either term may be elected independently.

Prerequisite: Permission.

351Y

SEMINAR

Cromey

Prerequisite: Permission.

361, 362

INDEPENDENT STUDY IN ITALIAN

(½ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open, with permission, to qualified students.

ITALIAN STUDIES

CROMEY

Adviser

THE MAJOR IN ITALIAN STUDIES offers an opportunity to concentrate on the primary aspects of Italian civilization and culture. The student is expected to complete appropriate courses in the Italian language and literature and in two other related areas, such as art history, music, history, classical studies, or religion. Other combinations are possible with the permission of the adviser and the departments concerned. Normally one of these areas would be history. A semester or a summer in Italy in an approved program of studies is strongly recommended.

Prerequisite: Italian 1, 2 or two or three units at entrance.

Hour D

RUSSIAN

(See page 70).

SPANISH

•1, 2

ELEMENTARY SPANISH

Embeita

For beginners. Four class periods and two laboratory periods.

•1, 2

ELEMENTARY SPANISH

Ingber

Reserved for those students who have some acquaintance with the language. Four class periods and two laboratory periods.

•5, 6

INTERMEDIATE SPANISH

Ganser, Ingber

Formal study and practice in speaking, reading, writing, and understanding Spanish. Regular laboratory attendance is required.

Prerequisite: Spanish 1, 2 or two or three units at entrance.

•91

READINGS IN HISPANIC LITERATURE

Embeita

Emphasis on reading and oral expression for students who have covered the fundamentals of grammar and composition.

Prerequisite: Spanish 5, 6 or placement test at entrance.

•101Y

INTRODUCTION TO LITERARY ANALYSIS

Ganser

An introduction to the techniques and approaches used by a reader in analyzing different literary genres (poetry, drama, fiction). Texts will be chosen from various periods of both Spanish and Latin American literature. Required for students majoring in Spanish.

Prerequisite: Spanish 6, with permission, or Spanish 91, or placement test at entrance.

Not open to students who have taken Spanish 97, 98.

•102X

LATIN AMERICAN LITERATURE

Ganser

Selected readings of prose and poetry of outstanding writers of Latin America.

Prerequisite: Spanish 101X or permission. Not open to students who have taken Spanish 97, 98.

123, 124

INTRODUCTION TO SPANISH LITERATURE

Fall term: Ingber

Spring term: Embeita

Survey course. Fall: From its origins to the end of the eighteenth century. Spring: The nineteenth and twentieth centuries.

Prerequisites: Spanish 101X or permission. 123 not open to students who have taken 122. 124 not open to students who have taken 121.

132

SPANISH CONVERSATION

Embeita

A course designed to improve the student's conversational ability through reading and discussion of literary and cultural texts.

Prerequisite: Spanish 5, 6 or the equivalent, or permission.

[150X or 150Y

HISPANIC SOCIAL CULTURE]

A panoramic view of peninsular Hispanic culture through social, political, and artistic manifestations, with emphasis on its relation to our contemporary world and its problems. Offered in English. Majors may participate with permission of instructor, preparing papers and examinations in Spanish. Alternate years.

[151

THE INDIVIDUAL AND SOCIETY IN LATIN AMERICA]

An examination of social progress in Latin America. The course includes a study of woman's relationship to man, the concept of *machismo*, and how woman deals with her social role. Given in English. Alternate years.

Open to all students and to Spanish majors by permission.

[155

MASTERPIECES OF HISPANIC LITERATURE IN TRANSLATION]

A study of the most outstanding writers of Spanish and Latin American literature and their relationship to their societies. Not open to Spanish majors. Given in English.

173

ADVANCED COMPOSITION

Ingber

Analysis and use of complex syntactical structures, with emphasis on the organization and coherence necessary to expository prose.

Prerequisite: Spanish 5, 6 and permission.

Prerequisite for all of the following courses:

Spanish 101X or 101Y, 123 or permission.

[200X] or 200Y

MEDIEVAL SPANISH LITERATURE

The Department

A close analysis of the *Poema del Cid* will lead to the understanding of the epic vision of world and man as well as of the basic differences between oral and written poetic traditions. An equally close reading of *La Celestina* will reveal the world upside down, the disintegration of medieval values, and the crisis that led to the Renaissance. Alternate years.

[210X or 210Y

POETRY AND PROSE OF THE GOLDEN AGE]

A study of the trends and traditions of the Spanish Golden Age. Alternate years.

[215X or 215Y

CERVANTES: DON QUIJOTE]

A close reading of *Don Quijote* and its interrelation with the literature of the sixteenth and seventeenth centuries. Emphasis on the notions of narrative voice and autonomous character, which prefigure the world of contemporary fiction. Alternate years.

Not open to students who have taken Spanish 203, 204.

[221

THE COMEDIA OF THE GOLDEN AGE]

A study of the most significant plays of the Golden Age. Alternate years.

245

LITERATURE OF NINETEENTH-CENTURY SPAIN

Embeita

Romanticism, Realism, Naturalism and Modernism against the background of the European literary currents of the time. Alternate years.

Not open to students who have taken Spanish 263.

[250

THE GENERATION OF 1898]

Selected readings in Valle-Inclán, Unamuno, Baroja, Azórin, Machado, and Benavente. Consideration will be given to the intellectual temper of the age and the European ideological influences on the work of this generation. Alternate years.

Not open to students who have taken Spanish 206.

[255

CONTEMPORARY SPANISH LITERATURE (PRE-CIVIL WAR)]

Major currents in the fiction, poetry, and theatre of the period. Alternate years.

Not open to students who have taken Spanish 217, 218.

[256

CONTEMPORARY SPANISH LITERATURE (POST-CIVIL WAR)]

Major currents in the fiction, poetry and theatre of the period. Alternate years.

Not open to students who have taken Spanish 217, 218.

[275

LATIN-AMERICAN LITERATURE OF THE COLONIAL PERIOD, THE ENLIGHTENMENT, AND ROMANTICISM]

A chronological study of the most significant writers, with emphasis given to discussion and critical analysis. Readings will include works by outstanding poets and novelists. Alternate years.

Not open to students who have taken Spanish 265.

[280

REALISTS AND MODERNISTS IN LATIN-AMERICAN LITERATURE]

Realism as the literary vision of the native experience. Modernism as exemplified by Rubén Dário and his contemporaries. Emphasis will be given to the critical reading and analysis of selected works. Alternate years.

Not open to students who have taken Spanish 267.

[285X or 285Y

MAIN TRENDS IN CONTEMPORARY LATIN-AMERICAN LITERATURE]

The move from nativist realism to the various forms experimenting with language and structure. Alternate years.

Not open to students who have taken Spanish 270.

290

THE NOVEL AND THE SHORT STORY IN TWENTIETH-CENTURY LATIN AMERICA
Ganser

A study of the main literary trends and ideas in the contemporary Spanish-American short story and novel. Special attention will be given to the creative process of the most representative authors. Alternate years.

Not open to students who have taken Spanish 274.

351, [352]

SEMINAR

Patt

Open to seniors majoring in Spanish and, with permission, to especially qualified juniors majoring in Spanish.

361, 362

INDEPENDENT STUDY IN SPANISH

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open with permission of the Department, to qualified students.

**DEPARTMENT OF
MODERN LANGUAGES**

Courses Taught in English

[F 150]

**MASTERPIECES OF FRENCH
LITERATURE IN TRANSLATION]**

The evolution of the modern French novel. Experiments in fiction by major French novelists based on close readings and class discussion. The readings will include works by Madame de Lafayette, Balzac, Flaubert, Zola, Proust, Gide, Sartre, and Camus. Taught in English, using texts translated into English. Majors may participate with permission of instructor, preparing papers and examinations in French.

Prerequisite: English 1, or one unit in any literature.

[S150X or 150Y]

HISPANIC SOCIAL CULTURE]

A panoramic view of peninsular Hispanic culture through social, political, and artistic manifestations, with emphasis on its relation to our contemporary world and its problems. Offered in English. Majors may participate with permission of instructor, preparing papers and examinations in Spanish. Alternate years.

[151]

**THE INDIVIDUAL AND SOCIETY
IN LATIN AMERICA]**

An examination of social progress in Latin America. The course includes a study of woman's relationship to man, the concept of *machismo*, and how woman deals with her social role. Given in English. Alternate years.

Open to all students and to Spanish majors by permission.

[S155]

**MASTERPIECES OF HISPANIC
LITERATURE IN TRANSLATION]**

A study of the most outstanding writers of Spanish and Latin American literature and their relationship to their societies. Not open to Spanish majors. Given in English.

RUSSIAN (TCC)

•1-2 (TCC)

**ELEMENTARY RUSSIAN AND
INTRODUCTION TO RUSSIAN
CULTURE**

Frank (RMWC)

This course lays the foundation for the skills of speaking, reading, writing, and comprehending. Work is based on conversation, reading, listening to recorded speech, and drill exercises. Language study is supported by continuous reference to Russian civilization and customs. Slides, movies, exhibits, and guest speakers supplement the program. Course work concludes with readings of texts adapted from classical and Soviet literature.

7-8 (TCC)

INTERMEDIATE RUSSIAN

Frank (RMWC)

The objective of the course is to attain proficiency in speaking, reading, writing, and comprehending. The scope of knowledge acquired in Russian 1-2 is considerably broadened. Adapted readings from

literature, history, and culture serve as basic text material. Readings are supplemented with other cultural materials.

Prerequisite: Russian 1-2 or the equivalent.

106 (TCC)

READINGS IN RUSSIAN CIVILIZATION

Frank (RMWC)

Selected readings of pre- and post-revolutionary cultural materials, current newspapers, and excerpts from contemporary journals.

Prerequisite: Russian 7-8 or equivalent. May be repeated for credit.

205 (TCC)

RUSSIAN LITERATURE IN THE NINETEENTH CENTURY

Frank (RMWC)

Selected short works or excerpts by Pushkin, Lermontov, Turgenev, Dostoevsky, Tolstoy, and Chekhov.

Prerequisite: Russian 7-8 or the equivalent. Alternate years: offered 1979-80.

207 (TCC)

RUSSIAN LITERATURE IN THE TWENTIETH CENTURY

Frank (RMWC)

Selected short works or excerpts by Soviet writers from various stages of the Soviet period.

Prerequisite: Russian 7-8 or the equivalent. Alternate years: offered 1980-81.

291, 292 (TCC)

SEMINAR

Frank (RMWC)

Study of one topic, author, or trend to be announced each year.

Prerequisite: three hours at the 200 level or permission of the department.

Music

Chairman

ALLEN W. HUSZTI

Associate Professor

JOHN R. SHANNON

Professor

CAROL RHODES

Instructor

THE MUSIC DEPARTMENT OFFERS two majors: The Music major (with areas of concentration in applied music, music history, and music theory) and the Music in Culture major (with a concentration in music correlated with another area of study within the humanities, sciences, or social sciences).

A student who elects Music as her major must complete the following courses: Music 107, 108, 112, 113, 207, 208, 231, and 238. She must also complete two units of solo applied music.

A student who elects Music in Culture as her major must complete the following courses: Music 25, 26, 107, 108 and European Civilization 17, 18. She must also complete two units drawn from Music 112, 113, 231 and 238 of which one unit must be at the 200 level and two units of applied music, either solo or ensemble. Two additional units must be taken in at least one of the following areas: history of art, literature in any language, history of the theatre, or dance history.

In the last term of the senior year, students majoring in Music and in Music in Culture will complete a comprehensive exercise, the exact form of which will be determined by her specific area of concentration and will be decided upon in or before the fall of the senior year by the Department in consultation with the student involved.

For the Music major concentrating in applied music, the exercise will consist of a Senior Recital with written program notes. The repertoire for the recital will encompass

at least three historical periods. The recital must be presented by the time of the college-wide deadline for senior comprehensive examinations. No academic credit will be given for this recital.

For the Music major concentrating in music history or music theory, the comprehensive exercise will consist of a thesis centered around a specific topic which involves at least three historical periods. The thesis must be completed by the time of the college-wide deadline for senior comprehensive examinations. No academic credit will be given for this thesis.

For the Music in Culture major, the comprehensive exercise will consist of a thesis correlating a specific topic in music with an appropriate topic within another discipline from the humanities, sciences, or social sciences. With specific permission of the Department, the Music in Culture comprehensive exercise may combine performance with a thesis, provided that the above thesis requirement is still met and provided that the Department approves the student's prospectus for such a project involving performance. The Music in Culture thesis or thesis-project must be completed by the time of the college-wide deadline for senior comprehensive examinations. No academic credit will be given for this thesis or thesis-project.

THEORETICAL COURSES

•7,8

RUDIMENTS OF MUSIC: CLASS PIANO, SIMPLE THEORY, AND SIGHT-SINGING

Rhodes

Introduction to the musical notation of pitch and rhythm and to scales and intervals through study in beginning piano technique and literature, in sight-singing, music writing, and eurhythmics. This course is designed for students with no background in music. Either term may be elected independently.

•11, 12

CLASS VOICE: FUNDAMENTALS OF VOCAL TECHNIQUES (½, ½)

Husztz

Practical training in singing with emphasis on basic skills of breathing, tone, and diction. Classes will include group and individual instruction. For students with little or no previous voice training. Either term may be elected independently. Two hours class plus individual instruction, to be arranged. *Prerequisite:* Basic knowledge of musical notation.

•107, 108

ELEMENTARY THEORY AND EAR TRAINING

Shannon

A study of the basic materials of tonal music: scales, intervals, rhythms, triads, seventh chords, diatonic functional harmonic and melodic practices and constructions, simple modulations, writing in the vocal idiom and in simple sectional forms.

Prerequisite: Basic knowledge of musical notation. Open to freshmen.

[207, 208

ADVANCED THEORY: ADDITIONAL HARMONIC AND POLYPHONIC PRACTICES AND STRUCTURES]

A study of chromatic functional harmony; analysis of and composition in sixteenth-, eighteenth-, and twentieth-century styles and forms, including both harmonic and polyphonic procedures (e.g., sixteenth-century vocal motet, eighteenth-century keyboard invention and fugue, sonata-form, rondo-form, theme and variations, non-functional chromatic harmony, twelve-tone procedure, and other twentieth-century styles).

Prerequisite: Music 107, 108.

COURSES IN HISTORY AND APPRECIATION

•25, 26

THE APPRECIATION OF MUSIC

Shannon

A course designed to develop the student's appreciation of music as an art. The class is taught in a combination of lecture, music-listening, and student participation. The student will learn about basic elements of music, the various styles of music and their historical contexts.

This course is designed for students with no background in music. Either term may be elected independently.

•112

MUSIC IN THE BAROQUE AND ROCOCO

Shannon

A study of music from 1600 to 1770. Alternate years.

Prerequisite: Music 25 or 26 or permission of the instructor.

•[113

THE VIENNESE CLASSIC SCHOOL AND EARLY ROMANTICISM]

A study of music from 1770 to 1850. Alternate years.

Prerequisite: Music 25 or 26 or permission of the instructor.

231

MEDIEVAL AND RENAISSANCE MUSIC

Shannon

A study of music from the codification of Gregorian chant through the high Renaissance. Alternate years.

Prerequisite: Music 25 or 26 or permission of the instructor.

[238

LATER ROMANTIC AND CONTEMPORARY MUSIC]

A study of music from 1850 to the present. Alternate years.

Prerequisite: Music 25 or 26 or permission of the instructor.

261, 262

SPECIAL STUDY IN MUSIC (½ or 1)

The Department

Special topics pursued under supervision. Either term may be elected independently.

Prerequisite: Permission.

361, 362

INDEPENDENT STUDY IN MUSIC

(½ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Open, with permission, to qualified students.

SOLO APPLIED MUSIC

THE MUSIC DEPARTMENT OFFERS applied music study on a credit basis and also on a non-credit basis. Placement into the credit or non-credit category is decided by the Department upon hearing the student who is interested in applied music perform a brief audition. These placement auditions are scheduled before registration for each academic term. These auditions, which need not be from memory, are arranged through the Chairman of the Department. At the beginning of the fall term, during the orientation period, there is a regularly scheduled time for these placement try-outs; incoming students are urged to sign up for a time during that period. Students who have made tapes of their performances may submit a tape to the

Music Department to represent their playing for placement purposes.

The Department offers credit in piano, organ, voice, and harpsichord on campus. The Department offers credit in strings and winds on campus, as well as in conjunction with neighboring institutions. Because of the demand on the available staffing, especially in strings and winds, it is helpful for the Department to know as far in advance as possible of the student's interest in studying those instruments.

Students taking applied music are expected to attend and participate in the Departmental recitals. A student may elect to take applied music in two areas simultaneously; such a student will receive one-half unit for each of the areas studied.

To be placed at the credit level for applied music, the following listing of representative repertoire is designed to serve as a guide for the student in selecting works to present for her credit placement application. These works need not be performed from memory. Upon request, an accompanist will be provided for applicants needing one.

Piano: Three works comparable to the following: 1) a selection from the early eighteenth century, for example, an invention, prelude, or fugue of J. S. Bach or a sonata of D. Scarlatti; 2) a selection from Haydn, Mozart, or Beethoven; 3) a piece of the student's choice.

Organ: Same as for piano (see above) or performance on the organ of material comparable to a chorale prelude or prelude and fugue of J. S. Bach.

Voice: Two works: 1) a selection by a composer of the seventeenth or eighteenth century or earlier; and 2) a song or aria by such composers as Schubert, Franz, Faure, Verdi, Rossini, or a selection by a contemporary composer.

Harpsichord: Same as for either piano or organ. (See above.)

Strings: Two works from different historical periods (i.e., Baroque, Vien-

nese Classical, Romantic, Contemporary, etc.)

Winds: Two works from different historical periods (i.e., Baroque, Viennese Classical, Romantic, Contemporary, etc.)

Either term of the following courses may be elected independently. Admission by placement audition. (See above.)

•81, 82	Piano I	($\frac{1}{2}$, $\frac{1}{2}$)
181, 182	Piano II	($\frac{1}{2}$, $\frac{1}{2}$)
281, 282	Piano III	($\frac{1}{2}$, $\frac{1}{2}$)
381, 382	Piano IV	($\frac{1}{2}$, $\frac{1}{2}$)

Rhodes

•83, 84	Organ I	($\frac{1}{2}$, $\frac{1}{2}$)
183, 184	Organ II	($\frac{1}{2}$, $\frac{1}{2}$)
283, 284	Organ III	($\frac{1}{2}$, $\frac{1}{2}$)
383, 384	Organ IV	($\frac{1}{2}$, $\frac{1}{2}$)

Shannon

•85, 86	Voice I	($\frac{1}{2}$, $\frac{1}{2}$)
185, 186	Voice II	($\frac{1}{2}$, $\frac{1}{2}$)
285, 286	Voice III	($\frac{1}{2}$, $\frac{1}{2}$)
385, 386	Voice IV	($\frac{1}{2}$, $\frac{1}{2}$)

Huszt

•87, 88	Harpsichord I	($\frac{1}{2}$, $\frac{1}{2}$)
187, 188	Harpsichord II	($\frac{1}{2}$, $\frac{1}{2}$)
287, 288	Harpsichord III	($\frac{1}{2}$, $\frac{1}{2}$)
387, 388	Harpsichord IV	($\frac{1}{2}$, $\frac{1}{2}$)

Shannon

•91, 92	Strings I	($\frac{1}{2}$, $\frac{1}{2}$)
191, 192	Strings II	($\frac{1}{2}$, $\frac{1}{2}$)
291, 292	Strings III	($\frac{1}{2}$, $\frac{1}{2}$)
391, 392	Strings IV	($\frac{1}{2}$, $\frac{1}{2}$)

•93, 94	Winds I	($\frac{1}{2}$, $\frac{1}{2}$)
193, 194	Winds II	($\frac{1}{2}$, $\frac{1}{2}$)
293, 294	Winds III	($\frac{1}{2}$, $\frac{1}{2}$)
393, 394	Winds IV	($\frac{1}{2}$, $\frac{1}{2}$)

203X or 203Y

RECITAL (½)

The Department

Open to all juniors and seniors whose comprehensive exercise does not include a recital. This course may be elected one term of the junior year and/or senior year during which the student will present a recital. Applied music must be elected simultaneously with Music 203X or 203Y.

Open only by permission of instructor, with Departmental approval. May be repeated once for credit.

ENSEMBLE APPLIED

MUSIC

•145, 146

THE CONCERT CHOIR (½, ½)

Huszt

Four hours rehearsal and public performance. Admission by audition. Either term may be elected independently. Open to freshmen.

•147, 148

COLLEGUIM MUSICUM (½, ½)

Huszt and Shannon

Study and performance of instrumental and vocal ensemble music. Two hours rehearsal plus individual practice and public performances.

Admission by audition. Open to freshmen. Either term may be elected independently.

Philosophy

Chairman

ELIZABETH C. WENTWORTH

Professor

A STUDENT WHO ELECTS PHILOSOPHY as her major subject must complete at least nine units in philosophy, including Philosophy 103, 19 or 20, 24, 106 and 109. She will be expected to undergo a comprehensive exercise during the spring of her senior year. This exercise will cover history of philosophy, logic, and two other selected fields of concentration. The exact nature of the exercise will be determined each year by consultation between students and faculty.

Philosophy majors are expected to spend at least one winter term on a philosophy project.

•19 or [20]

LOGIC

Wentworth

A study of deductive logic.

•24

ETHICS

Wentworth

A study of ethical theories, including discussion of problems in contemporary moral philosophy.

103

INTRODUCTION TO PHILOSOPHY

Wentworth

An examination of selected philosophers, with emphasis on the problems of knowledge and reality.

106

HISTORY OF PHILOSOPHY I

Wentworth

An analysis of the major trends of Greek and medieval philosophy.

Prerequisite: Philosophy 103 or permission.

109

HISTORY OF PHILOSOPHY II

Wentworth

A history of selected philosophies of the seventeenth, eighteenth, and nineteenth centuries.

Prerequisite: Philosophy 103 or permission.

[218

SOCIAL PHILOSOPHY]

Wentworth

A study of justifications offered in behalf of various political and legal institutions.

Prerequisite: Philosophy 106 or 109 or permission.

220

AMERICAN PHILOSOPHY

Wentworth

A study of the important American philosophers of the nineteenth and twentieth centuries.

Prerequisite: Philosophy 109 or permission.

233 or 234

HISTORY OF PHILOSOPHY III

Wentworth

This course rounds out the History of Philosophy by a study of philosophy after Kant, primarily in Europe.

Prerequisite: Philosophy 106 and 109.

261 or 262

SPECIAL STUDY

Wentworth

Special topics, such as philosophy of history or philosophy of science, or an in-depth study of an individual philosopher; pursued by students individually or in small groups, under supervision.

Prerequisite: Philosophy 24, 103, 106, 109, and 233 or 234.

351 or 352

SEMINAR

Wentworth

Special topics pursued independently under supervision.

Prerequisite: Open to seniors who have completed three terms of History of Philosophy.

Physical Education

Chairman

JENNIFER L. CRISPEN

Assistant Professor

JUNE M. BOOTH

Associate Professor

Athletic Director

PAUL D. CRONIN

Professor

KATHERINE MACDONALD¹

Professor

EIJA U. CELLI

Associate Professor

BONNIE JACKSON KESTNER

Assistant Professor

JILL RANGLES

Instructor in Riding

Director of the Riding Program

MICHAEL E. STEARNS

Instructor

MARIANNE L. CRAWFORD

Visiting Instructor

THE DEPARTMENT OF PHYSICAL EDUCATION offers a wide variety of activities for students on all levels of athletic
¹on sabbatical leave fall term.

skill. In addition to fielding eight varsity intercollegiate teams, the department offers instructional courses in dance, team and individual sports, and in recreational activities. In conjunction with the Theatre Arts Department, students may elect courses in dance theory and composition.

Two term courses or four quarter courses meeting three times a week or the equivalent, are required of all freshmen and other entering students who do not present credit for equivalent work from another college. This is in addition to the 38 units of academic work required for the degree. Completion of the requirement is recommended for the freshman year but may be extended into the sophomore year if circumstances warrant. Grades are recorded on the transcript as Satisfactory/Unsatisfactory.

Up to one unit of physical education may be taken for credit after the basic requirement of two terms (or four quarters) is completed; credit is to be given at the rate of $\frac{1}{4}$ unit per quarter or $\frac{1}{2}$ unit per term, Pass/Fail only.

Students who intend to complete the requirements for the liberal arts degree at Sweet Briar and then pursue graduate work in physical education should contact the Department in the freshman year for guidance in planning their programs.

If vigorous participation is inadvisable due to a physical or medical condition of the student, the required program will be modified according to the recommendation of the College Physician.

ACTIVITY COURSES

Instruction is provided from the beginning level through the varsity level to accommodate students of varying abilities and experience. These courses are offered to fulfill the requirement and for students who wish to continue a physical education activity. Course descriptions are available from the Physical Education Department.

AQUATICS

- PE 001 Beginning Swimming
- PE 002 Beginning Diving
- PE 003 Synchronized Swimming
- PE 004 Swim for Fitness
- PE 007 Adaptive Aquatics with Handicapped Children
- PE 301 Varsity Swim Team
- PE 302 Varsity Diving Team
- PE 305 Advanced Lifesaving
- PE 306 Water Safety Instructors Course

CONDITIONING AND FITNESS

- PE 019 Fitness
- PE 022 Running
- PE 023 Weight Training
- PE 119 Ski Conditioning
- PE 219 Pre-Season Lacrosse Conditioning
- PE 219 Pre-Season Tennis Conditioning

DANCE

- PE 008 Ballet I
- PE 108 Ballet II
- PE 009 Folk Dance
- PE 011 Beginning Dance
- PE 211 Intermediate Dance
- PE 311 Advanced Dance

OUTING ACTIVITIES

- PE 027 Camping and Outing
- PE 028 Beginning Canoeing
- PE 128 Intermediate Canoeing

RIDING PROGRAM

- PE 061/062 Study in Physical Education—Riding
- PE 063/064 Position
- PE 065/066 Position and Control with Hacking
- PE 067/068 Cross Country Hacking
- PE 069q Basic Horse Care
- PE 071/072 Position and Control I

- PE [075/076] Position and Control with
Introduction to Jumping
PE [081]/082 Position and Control II
PE [083q] Short Survey of Principles and
Methods of Farm and Stable
Management
PE 084q Principles and Method of
Judging Hunters and Selecting
Thoroughbreds
PE [085]/086 Jumping Fundamentals
PE 165 Introduction to Riding to
Hounds
PE [181]/182 Introduction to Showing
Hunters
PE 185/[186] Introduction to Combined
Training
PE 191/192 Introduction to Schooling
Horses
PE [261]/262 Special Studies
PE [265] Cross Country Riding and
Jumping
PE 271/[272] Technique and Performance
PE [282] Riding Courses
PE [291]/292 Schooling Young and Problem
Horses
PE 361/362 Independent Study
PE 363/364 Riding Competition:
Intercollegiate Horse Shows
PE 368 Riding Competition: Hunt
Meet Pair Racing
PE [373]/374 Riding Competition: Open
"Local" Horse Shows
PE [381]/382 Riding Competition: Open
AHSA/VHSA "Rated" Horse
Shows
PE 385 Riding Competition: Horse
Trials

TEAM AND INDIVIDUAL SPORTS

- PE 336 Varsity Basketball Team
PE 033 Flag Football
PE 039 Beginning Golf
PE 239 Intermediate Golf
PE 339 Varsity Golf Team
PE 040 Gymnastics
PE 341 Varsity Hockey Team
PE 342 Varsity Lacrosse Team

- PE 047 Racquet Sports
PE 035 Beginning Badminton
PE 135 Intermediate Badminton
PE 043 Platform Tennis
PE 045 Squash
PE 046 Beginning Tennis
PE 146 Intermediate Tennis
PE 246 Junior Varsity Tennis Team
PE 346 Varsity Tennis Team
PE 048 Volleyball
PE 348 Varsity Volleyball Team
PE 049 Yoga

*Physical Education course descriptions
are available from the Physical Educa-
tion Department.*

INDEPENDENT STUDY

Independent Study: A student may pro-
pose a project for a term, to be supervis-
ed by a member of the Department with
the approval of the chairman.

- PE 026 Independent Study

ELECTIVE COURSES

One Unit Credit

[5]

PHYSICAL ACTIVITY FOR THE ELEMENTARY SCHOOL CHILD]

Celli, Macdonald

Introduction to basic movement educa-
tion through motion elements in play ac-
tivities and dance. Included will be
perceptual motor learning, correlation
with other subject areas, and classroom
activities.

Prerequisite: One term dance technique.

The above course is in accordance
with the Virginia State Department re-
quirement for teacher certification.

DANCE MAJOR

See *Theatre Arts*, p. 103.

Members of the Dance Theatre present dance demonstrations and a major concert which is choreographed primarily by students.

RIDING COURSES:

138

HORSE SCIENCE

Cronin, Simpson

A study of the horse's functional anatomy, reproduction, and common ailments. Special emphasis will be placed on the skeletal, muscular, and digestive systems; breeding programs; stable management; conformation and movement; and equine veterinary practice. The course will consist of three hours lecture and discussion and weekly laboratory, including field trips.

Prerequisite: Intermediate riding level and permission.

[392

THEORY AND PRACTICE OF SCHOOLING HORSES]

Cronin

A survey of the development of major riding and schooling theories in western civilization from the Renaissance to the present and an actual schooling experience. Three hours lecture and discussion, three hours mounted instruction, and at least four hours independent mounted work with a schooling project, weekly.

Prerequisite: High intermediate riding level and permission.

[394S

CONTEMPORARY RIDING AND SCHOOLING]

Cronin

The course emphasizes the student's development in dressage sportif, jumping, and cross-country riding with an introduction to schooling horses and to horse science. Four-week summer course. Four hours mounted work, one hour lecture, daily for five days; individual project on the sixth day.

Prerequisite: Intermediate riding level and permission.

396S

CONTEMPORARY RIDING AND TEACHING

Randles

The study and practice of riding and teaching within a modern system of riding. Mounted instruction, lectures, and practice teaching.

Prerequisite: High Intermediate level and permission.

Summer course. Daily for four weeks.

RIDING

The Riding Program offers a strong instructional program and also riding competitions in open horse shows, horse trials, intercollegiate competitions, hunter trials, and hunt-meet pair racing. Other activities include foxhunting with the Farmington Hounds and cross-country hacking for students enrolled in the instructional program.

INTERCOLLEGIATE SPORTS

The Department of Physical Education sponsors varsity teams in basketball, golf, hockey, lacrosse, riding, swimming and diving, tennis and volleyball. The College is a member of

the Association of Intercollegiate Athletics for Women, the Virginia Association of Intercollegiate Athletics for Women, the Middle Atlantic Lawn Tennis Association, the United States Tennis Association, the Virginia and United States Women's Lacrosse Associations, the Blue Ridge, Southeast, and United States Field Hockey Associations, and the Intercollegiate Horse Show Association.

The College supports qualified individuals and teams in state, regional, and national competition.

RECREATION

In addition to courses of instruction, members of the Department of Physical Education and the Recreation Association (RECA) sponsor numerous extracurricular, educational, and recreational events, including camping and beagling. Intramural competitions are scheduled in volleyball, basketball, and other sports activities.

SWEET BRIAR OUTDOORS PROGRAM

The Sweet Briar Outdoors Program (SWEBOP) is coordinated through the Office of Student Affairs and the Department of Physical Education and offers a wide variety of outdoor activities including camping, rock climbing, caving, kayaking, hiking and canoe trips. Students use the Outing Club cabin on campus and hike with the local Appalachian Trail Club.

Physics

Chairman

GEORGE H. LENZ

Professor

ROBERT L. CHASE

Associate Professor

A STUDENT WHO ELECTS PHYSICS as her major normally must complete six units at the 200 level or above in physics. With permission, one unit of the major requirement may be satisfied by an approved course in chemistry or mathematics. The major is based on the 100 level sequence of courses. Physics 221 is required for the major. The comprehensive requirement may be fulfilled by an examination or by the completion of a suitable research project. The format and timing of the comprehensive requirement is determined in consultation with the senior majors in the fall of the senior year.

The attention of students interested in Physics is directed to the interdepartmental major in Mathematical Physics and to the major in Pre-Engineering Studies.

•5X or 5Y

PHYSICS FOR THE LIBERAL ARTS I

Chase, Lenz

An introduction to the basic laws of physics, designed to give an understanding of the fundamental physical principles underlying natural phenomena and their technological applications. Newton's Laws, momentum, and energy. Three hours lecture and one three-hour laboratory.

•6

PHYSICS FOR THE LIBERAL ARTS II

Chase

Electricity and magnetism and the distinctive aspects of twentieth-century physics, including special relativity and quantum mechanics. Three hours lecture.

Prerequisite: Physics 5.

•[8
ENVIRONMENTAL PHYSICS]
Lenz
A study of the principal sources of energy on the earth and the mechanisms for its transfer between different systems. Other topics include conservation of energy, entropy, and the implications of thermodynamics for these processes. The characteristics of fossil, fission, fusion, and solar energy resources are discussed. Three hours lecture. Alternate years.

•10X
METEROLOGY
Lenz
A study of atmospheric phenomena, including the properties of gases and water and the effects of the earth's rotation on the general circulation of air. Elements of weather and climate, weather systems, air masses, fronts and their movements in changing weather patterns. Elements of forecasting. Three hours lecture. Alternate years.

•12
THE EARTH
Wood
A study of the changing earth including elements of physical geology and such topics as continental drift, earthquake, volcanism, hydrology, and plate techtonics. Three hours lecture. One three-hour laboratory or field study.

•[13
ELEMENTS OF ASTRONOMY]
An introduction to the study of the universe, including basic elements of astronomy and topics of current interest; the solar system, search for extra-terrestrial life, black holes, and cosmology. Three hours lecture and evening observation sessions.

•103
MECHANICS
Lenz
A study of Newton's Laws, the conservation laws of classical mechanics and their application to physical systems. Three hours lecture, one hour discussion.
Prerequisite or co-requisite: Calculus.

•104X
ELECTRICITY AND MAGNETISM
Chase
A study of electromagnetic phenomena. The interaction of electromagnetic fields with matter and the propagation of electromagnetic waves. Three hours lecture, one hour discussion.
Prerequisite: Physics 103 or permission.

105Y
FLUIDS, WAVES AND HEAT
Chase
An introductory study of fluid mechanics, characteristics of waves in elastic media, and basic thermal phenomena. Thermodynamics and thermometry. Three hours lecture.
Prerequisite: Physics 103 or permission.

106
TWENTIETH CENTURY PHYSICS
Lenz
The small, the fast, and the beautiful. An introduction to the special theory of relativity and quantum phenomena. The Bohr atom, Pauli Principle, and atomic structure. Three hours lecture.
Prerequisite: Physics 104, 105.

•121, 122

INTERMEDIATE PHYSICS LABORATORY

($\frac{1}{2}$, $\frac{1}{2}$)

Lenz, Chase

Experiments in mechanics, electricity and magnetism, and thermodynamics. Computer simulations and modeling of physical systems. Analysis and treatment of uncertainty and error. One three hour laboratory. Either term may be elected independently.

Prerequisite or co-requisite: Physics 6 or any 100 level course in Physics.

[221, 222

ADVANCED PHYSICS LABORATORY]

Introduction to scientific instrumentation and advanced experiments in atomic, nuclear, and solid state physics. Two three-hour laboratory periods. Either term may be elected independently. Alternate years.

Prerequisite: Physics 104.

225

MODERN PHYSICS I

Chase

Quantum mechanics, solutions of Schrodinger's Equation, operator formalism, angular momentum, and perturbation theory. Three hours lecture. Alternate years.

Prerequisite: Physics 106, Mathematics 116 or permission.

226

MODERN PHYSICS II

A study of selected topics in relativity, nuclear, solid state, or particle physics. Three hours lecture. Alternate years.

Prerequisite: Physics 225.

[227

HEAT AND THERMODYNAMICS]

The laws of thermodynamics. Entropy and the behavior of real and ideal gases. Kinetic theory and statistical distribution functions. Three hours lecture. Alternate years.

Prerequisite: Physics 105 or permission.

261, 262

SPECIAL STUDY ($\frac{1}{2}$ or 1)

The Department

Special topics in physics pursued under supervision. Either term may be elected independently.

Prerequisite: Permission.

301

INTRODUCTION TO THEORETICAL PHYSICS I

Lenz

Classical mechanics, Lagrangian and Hamiltonian functions. Central force problems. Three hours lecture. Alternate years.

Prerequisite: Physics 103, 104.

302

INTRODUCTION TO THEORETICAL PHYSICS II

Lenz

Electromagnetic theory. Maxwell's Equations, electromagnetic waves, and material media. Three hours lecture. Alternate years.

Prerequisite: Physics 301.

361, 362

INDEPENDENT STUDY IN PHYSICS

The Department

Topics or research projects in physics pursued independently.

Prerequisite: Permission.

MATHEMATICAL PHYSICS

See page 58.

Psychology

Chairman

PHYLLIS W. STEVENS

Professor

DAVID A. JOHNSON

Associate Professor

J. PATRICK LEAHY

Assistant Professor

A STUDENT WHO ELECTS PSYCHOLOGY as her major subject must complete eight and one-half units of advanced psychology courses, including Psychology 119, 210, and 306. She must also satisfy the comprehensive requirement.

•3,4

GENERAL PSYCHOLOGY

The Department

An introduction to the principles and methods of psychology.

Psychology 3 is a prerequisite for Psychology 4.

104

CHILD PSYCHOLOGY

Leahy

A study of the child from conception through adolescence, with emphasis upon experimental analyses of the development of behavior.

Prerequisite: Psychology 3, 4.

119

INTRODUCTORY STATISTICS

Johnson

An elementary approach to statistical methods with practice in their application, including an introduction to use of the computer in statistics. Among topics treated are methods of condensing and presenting numeric data, computation of averages and measures of dispersion, the normal curve, correlation, and simple inferential techniques. Three hours lecture and two-hour laboratory.

121

SOCIAL PSYCHOLOGY

Stevens

A study of the psychological aspects of various social problems, including aggression, the effect of language on thinking, communication breakdown, advertising and propaganda, the race problem, varieties of child rearing and their effects on personality.

Prerequisite: Psychology 3, 4.

210

EXPERIMENTAL PSYCHOLOGY (1½)

Johnson

A study of experimental methodology, design, and data analysis in selected areas. Three hours lecture and discussion and one 3-hour laboratory.

Prerequisite: Psychology 3, 4 and 119 or permission.

[212

MOTIVATION]

Stevens

A study of the origins and development of motives and of their effects on behavior. Emphasis is given to the development of psychological theories and methods for the investigation of motives. Alternate years.

Prerequisite: Psychology 3, 4.

[214

THE PSYCHOLOGY OF EXCEPTIONAL CHILDREN]

Staff of the Lynchburg

Training School and Hospital

This survey course will include consideration of the etiology, psychological aspects, behavioral aspects, and familial and social aspects of the following types of exceptionality: mental retardation, intellectual superiority, visual and aural handicaps, motor and speech handicaps, emotional disturbance, and social deviance. The major focus of the course will be on mental retardation with students being given the opportunity to work with the retarded in the Learning Laboratory at Lynchburg Training School and Hospital. Two hours lecture per week, and three hours laboratory at the Training School.

Prerequisite: Psychology 3, 4.

215

ANIMAL BEHAVIOR

Johnson, Wood

An introduction to the problems and methodology of modern studies of animal behavior. Behavior will be examined from the perspectives of evolution, sensory mechanisms, motivation, learning, social functions, and ecology. Three hours lecture or discussion and three hours laboratory. Alternate years.

Prerequisite: Psychology 3, 4 or Biology 3.

218

PERSONALITY

Johnson

A survey and comparative analysis of the contemporary theories of personality. Alternate years.

Prerequisite: Psychology 3, 4.

[231

LEARNING]

Johnson

Exposition and analysis of the current theories of learning, with particular emphasis given to respondent, operant, and verbal learning. Three hours lecture or discussion and three hours laboratory. Alternate years.

Prerequisite: Psychology 3, 4.

[251

PHYSIOLOGICAL PSYCHOLOGY]

Leahy

A study of the physiological correlates of behavior.

Prerequisite: Psychology 3, 4.

303

ABNORMAL PSYCHOLOGY

Leahy

Prerequisite: Psychology 3, 4. Open by permission to juniors and seniors.

306

HISTORY AND THEORIES OF PSYCHOLOGY

Stevens

Open to seniors majoring in Psychology and to other qualified students by permission.

315

PRINCIPLES OF TESTING

Stevens

An introduction to the principles of the construction and administration of psychological tests and the interpretation of test results. Alternate years.

Prerequisite: Psychology 3, 4 and 119.

361, 362

**INDEPENDENT STUDY IN
PSYCHOLOGY (½ or 1)**

The Department

Special experimental problems undertaken by individual students under supervision. Either term may be elected independently.

Prerequisite or co-requisite: Psychology 119, 210 and permission.

Religion

Chairman

GREGORY T. ARMSTRONG

Professor

MAXINE GARNER*

Professor

MYRON B. BLOY, JR.

Lecturer*

A STUDENT WHO ELECTS RELIGION as her major subject must complete at least nine units in the Department, including Religion 5, 6. Attention is called to the program in European Civilization in which the Department cooperates. The form of the senior comprehensive examination requirement will be determined in consultation with students not later than the fall of the senior year.

•5X or 5Y

OLD TESTAMENT

Fall term: Garner

Spring term: Armstrong

A general survey of the religious life and thought in the history of Israel. Excluded from Pass/Fail.

Open to all classes.

*Part-time; *Chaplain*

•6X or 6Y

NEW TESTAMENT

Garner

The religious message of the New Testament writings studied in the light of their historical background and literary character. Excluded from Pass/Fail.

Open to all classes.

•12

CLASSICS OF CHRISTIAN THOUGHT

Armstrong

Selected readings from major figures in the Christian tradition, including Augustine, Anselm, Dante, Luther, Calvin, and Kierkegaard.

•30X

JESUS

Armstrong

The mission, message, and significance of Jesus in the New Testament, in the Christian tradition, and in contemporary culture. A study of Christology and of Jesus movements, old and new. Alternate years.

101

CHRISTIAN ETHICS

Armstrong

The biblical and theological basis for Christian decision-making with reference to interpersonal relations, political life, the economic order, race, human life and death, and especially the environment. Each student is expected to write an analytical problem paper.

[102

**TWENTIETH CENTURY CHRISTIAN
THEOLOGY]**

Garner

The development from the liberal movement through neo-orthodoxy to the work of the contemporary new theologians and a study of representative thinkers of each period.

Prerequisite: one course in Religion.

120

RELIGIOUS ISSUES IN CONTEMPORARY LITERATURE

Bloy

A study of the crisis in Christian humanism in the twentieth century as reflected in Western literature, especially in the work of such writers as Silone, Bernanos, Camus, T. S. Eliot, Faulkner, R. P. Warren, Flannery O'Connor, and Walker Percy.

142

SEMINAR IN ROMAN CATHOLICISM

Armstrong

A study of Catholic history, thought, church organization, worship, and religious life. Alternate years.

[144

SEMINAR IN PROTESTANTISM]

Armstrong

A study of Protestant Christianity in terms of its history, thought, organization into churches, worship, and religious life. Also consideration of the ecumenical movement and relationships with the other branches of Christianity. Alternate years.

[175

PHILOSOPHY OF RELIGION]

Armstrong

The existence of God, forms of religious truth and authority, the problem of evil, religious language, religion, and science. Alternate years.

203Y

THE HEBREW PROPHETS

Garner

The significance of the Hebrew prophetic movement, with emphasis on the great prophets before and during the Exile. Alternate years.

Prerequisite or co-requisite: Religion 5 or 6.

212

PAUL OF TARSUS

Garner

Study of the life, letters, and influence of the great apostle. Alternate years.

Prerequisite or co-requisite: Religion 5 or 6.

219, [220]

RELIGIONS OF ASIA

Garner

The religions of India, Pakistan, China, Japan, Korea, and Indonesia. Fall term: Hinduism, Jainism, Buddhism, Taoism, Zoroastrianism. Spring term: Confucianism, Islam, Sikhism, Shinto, the new religions of Japan. Either term may be elected independently. Satisfies the non-Western studies requirement.

224

RELIGIOUS GROUPS IN THE UNITED STATES

Armstrong

The background of the main religious bodies and their development and influence in America; detailed study of Judaism, Roman Catholicism, and Protestantism in the United States today.

Open to sophomores with permission.

261, 262

SPECIAL STUDY

The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission.

[352

SENIOR SEMINAR IN RELIGION]

The Department

Fundamental problems of religion and theology, such as religious authority, understandings of man and history, Christology, and biblical criticism and theology, pursued individually and presented to the group for discussion.

Prerequisite: Senior standing, four units in the Department, and permission.

RUSSIAN

See page 70.

Division of Social Studies

Acting Chairman

PAUL C. TAYLOR

Associate Professor

THOMAS V. GILPATRICK

Professor

MILAN E. HAPALA

Professor

REUBEN G. MILLER

Professor

CATHERINE H. C. SEAMAN

Professor

HAROLD B. WHITEMAN, JR.*

Professor

JACQUELENE M. BROWNING¹

Associate Professor

KENNETH D. GRIMM

Associate Professor

JOAN R. KENT¹

Associate Professor

MICHAEL D. RICHARDS

Associate Professor

GERALD M. BERG

Assistant Professor

EDWARD H. DRAYER

Assistant Professor

REBECCA V. DRIVER

Assistant Professor

SUSAN KELLOGG

Assistant Professor

BRENT M. SHEA

Assistant Professor

JAMES A. EPSTEIN

Visiting Assistant Professor

WARREN L. SCHAICH

Visiting Assistant Professor

CHARLES W. PERDUE

Visiting Instructor

ROBERT J. LYONS**

Lecturer

ROGER FUNG CHOW **

Visiting Lecturer

Students majoring in the Division must elect one unit of non-Western studies in a regular or winter term.

Students who have special interest within the Division may propose interdisciplinary programs of study.

INTERNATIONAL AFFAIRS GRIMM

Adviser

A STUDENT WHO ELECTS THE MAJOR IN International Affairs will plan, with the adviser, a program of study which may comprise a selected area or areas or a special topic of international significance. She must

*Part-time; *President of the College*

**Part-time

¹On sabbatical leave for the year

complete 12 units in courses contributing to an understanding of her field, including: International Law or United Nations and World Government; Introduction to International Politics; two units in economics; and two units in either Comparative Political Systems or Modern European History chosen in consultation with the International Affairs adviser. Whenever practicable, the student is strongly advised to study the language and literature most closely related to her subject of investigation. A seminar will be offered when requested by a sufficient number of major students in International Affairs. The senior comprehensive requirement may be in the form of a written or oral examination to be determined by the adviser in consultation with the students in the fall of the senior year.

POLITICAL ECONOMY

HAPLA

Adviser

THIS MAJOR IS FOCUSED UPON the relationship between economics and government, and includes a study of the historical background of problems in political economy. A student who elects Political Economy must complete twelve units in her major field. Eight units must be taken in economics and government and must include Principles of Economics and Government of the United States. The senior comprehensive requirement may be in the form of a written or oral examination or a comparable project, to be determined by the adviser in consultation with the students in the fall of the senior year.

SOCIAL STUDIES

THE DIVISION OF SOCIAL STUDIES includes the Departments of Economics, Government, History, and Anthropology and Sociology. It offers majors in Anthropology, Economics, Government,

History, Sociology and a combined major in Anthropology and Sociology; and divisional majors in International Affairs and in Political Economy. Miller is adviser for Economics, Gilpatrick for Government, Taylor for History, and Shea for Anthropology and Sociology.

A student who elects Anthropology, Economics, Government or Sociology as her major field must complete ten units in the Division as follows: Eight units in the major field, four of which must be in advanced courses numbered 200 or above, including the Senior Seminar; the remaining units are to be elected from at least two other departments within the Division. Mathematics 23, 24 or 9, 10 or the equivalent is also required for the Economics major. A student who elects the major in Anthropology and Sociology must complete ten units in the Department and two additional units from at least two other departments within the Division.

The senior comprehensive requirement for students majoring in Anthropology, Economics, History, or Sociology may be in the form of a written or oral examination or a comparable project to be determined by the appropriate department in consultation with the students in the fall of the senior year. The requirement in Government will be a written or oral comprehensive examination in the senior year.

A student who elects History as her major field must complete ten units in the Division as follows: eight units in history, at least four units of which must be in advanced courses numbered 200 or above, including 351, one unit in general European history before 1700, and one unit in American history.

A student may also devise a major program in consultation with members of the Department in a specialized area, such as British studies, medieval studies, studies in early modern European history and studies in modern and contemporary history.

135, 136

ASIAN CIVILIZATIONS

Fall Term: Hapala

Spring term: Berg

Fall term: The civilizations of India, Bangladesh, and Pakistan. Spring term: China and Japan. Significant periods in their social and political history; their religious, philosophical, and artistic traditions; and their interaction with Western culture. Either term may be elected independently.

Specially-qualified freshmen are admitted by permission.

[352

SENIOR SEMINAR IN POLITICAL ECONOMY]

Subjects and projects are determined by the interests and needs of members of the group. Opportunity is given for independent work under supervision.

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

354

SENIOR SEMINAR IN INTERNATIONAL AFFAIRS

Grimm

Supervised independent study, with emphasis on the correlation of different approaches to international affairs.

Open by permission to seniors majoring in International Affairs and to other qualified students.

361, 362

INDEPENDENT STUDY (½, 1)

Members of the Division

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Permission of the International Affairs or Political Economy adviser.

ANTHROPOLOGY AND SOCIOLOGY

THE DEPARTMENT OFFERS THREE MAJOR programs: Anthropology, Sociology, and Anthropology and Sociology. For major requirements, see the introductory section, Division of Social Studies.

ANTHROPOLOGY

•7X or 7Y

PHYSICAL ANTHROPOLOGY

Kellogg

An introduction to physical anthropology covering the patterns and mechanisms involved in man's evolution, the development of culture, and primate behavior.

•14

ANTHROPOLOGICAL ARCHAEOLOGY

Kellogg

An introduction to the theory and methods of anthropological archaeology and a survey of some of the prehistoric societies in different parts of the world.

•112X or 112Y

CULTURAL ANTHROPOLOGY

Fall term: Seaman

Spring term: Seaman, Kellogg

The study of the cultures and social structures of non-Western man, his economy, households, religions, political organizations, and environments. The impact of Western society upon certain primitive and peasant groups is discussed.

121

CULTURE, SOCIETY, AND THE INDIVIDUAL

Driver

A detailed investigation of the relationships of the individual with his culture and the society in which he lives.

Prerequisite: Anthropology 112 or Sociology 9 or 12, or permission.

123

ARCHAEOLOGY OF THE NEW AND OLD WORLDS

Kellogg

A study of prehistoric societies in both the New and Old World. It covers the way of life in these societies, the development of agriculture, and beginnings of urbanism.

Prerequisite: Anthropology 14.

[124

ETHNOLOGY]

The Department

The study of a selection of primitive peoples and their ways of life.

Prerequisite: Anthropology 112.

126

AGING AND HUMAN DEVELOPMENT

Driver

Biological, demographic, psychological, economic, and political aspects and consequences of aging of human populations and the individual, including cross-cultural data on longevity. Alternate years.

Prerequisite: Anthropology 7 or 112, or permission.

213

MARRIAGE AND THE FAMILY

Seaman

Analysis of marriage and family relationships in American society compared with that of non-Western society.

Prerequisite: Anthropology 112 or Sociology 9 or 12. Open to seniors without prerequisite by permission.

228

MAGIC, WITCHCRAFT, AND RELIGION

Driver

An examination of magic, witchcraft, and religion and their roles and function in primitive societies. Alternate years.

Prerequisite: Anthropology 112.

243

PRIMITIVE SOCIAL ORGANIZATION

Driver

A study of the economic, political, religious, and kinship organization of selected primitive and peasant societies.

Prerequisite: Anthropology 112.

261, 262

SPECIAL STUDY (½ or 1)

The Department

Special topics pursued by individual students under supervision.

329

ANTHROPOLOGICAL THEORY

Seaman

A survey of the development of theory from its roots in eighteenth-century positivism to the present.

Prerequisite: Anthropology 112, Sociology 9 or 12, and two additional units in anthropology and/or sociology.

352

SENIOR SEMINAR IN ANTHROPOLOGY

Seaman

Subjects and projects are determined by the interests and needs of the group. Opportunity is given for independent work:

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

SOCIOLOGY

•9 or 12

INTRODUCTION TO SOCIOLOGY

The Department

An introduction to the analysis of human group behavior within the context of social interaction and social institutions. Primary emphasis on the sociological perspective, methods of social science, socialization processes, and the structure of major institutions. Prerequisite to all other courses in sociology.

[104

MODERN SOCIAL MOVEMENTS]

The Department

A study of social conditions and ideological developments in Europe during the latter half of the nineteenth and the first decades of the twentieth century, leading to the emergence of politically extreme movements. Special attention will be given to a sociological-historical analysis of "Fascist" parties in France, Germany, and Italy.

Prerequisite: Sociology 9 or 12.

107

THE COMMUNITY

Driver

An analysis of the social organization and social function of the community in human society with emphasis on the modern micro-unit, or small community, such as the Russian kolkhoz, Israeli kibbutz, Irish village, New England neighborhood.

Prerequisite: Sociology 9 or 12 or Anthropology 7 or 10.

108

POPULATION

Seaman

An analysis of historical, contemporary, and anticipated population trends as these are related to economic and social situations of selected areas, with special reference to the United States.

Prerequisite: Sociology 9 or 12 or Anthropology 7 or 10.

[115

SOCIAL PROBLEMS]

Shea

Theoretical explanations and empirical research relating to selected social problems in modern society. The process of problem definition is considered, with emphasis on interrelationships among social problems. Specific problems studied include inequality, aging, race, gender roles, the family, deviance, crime and delinquency, mental illness, and drugs.

Prerequisite: Sociology 9 or 12.

116X or 116Y

SOCIAL WORK

Chow

The basic principles of social service; types of social-work settings; standards of social work; and an introduction to methods of case work, group work, and community work.

Prerequisite: Sociology 9 or 12 and permission.

[118

SOCIOLOGY OF RELIGION]

Seaman

A sociological analysis of the religious institution with particular reference to religions in America. The course is presented both from a classical sociological as well as a contemporary sociological point of view.

Prerequisite: Sociology 9 or 12.

132

SOCIAL STRATIFICATION

Drayer

An examination of the forms of social inequality found in selected societies. An analysis of the development of the class structure and the development of the class state in complex Western societies.

Prerequisite: Sociology 9 or 12.

206

RESEARCH METHODS

Shea

An analysis of strategies for discovery in social research, with emphasis on questionnaires, interviews, and observation. Students will have an opportunity to apply these methods in a research project.

Prerequisite: Sociology 9 or 12.

207

URBAN STUDIES

Schaich

The influence of urbanization and industrialization on social organization and social institutions, with an emphasis on the Western world.

Prerequisite: Sociology 9 or 12.

211

MINORITIES AND RACE RELATIONS

Drayer

An analysis of the significance of minority-group status for the individual and society, with emphasis on the relationship between personality and prejudice, the functions of prejudice in society, and the effects of prejudice on minority-group members. The application of this analysis to the United States and selected societies.

Prerequisite: Sociology 9 or 12 or Anthropology 7.

224

THE SOCIOLOGY OF CRIME AND DELINQUENCY

Schaich

Critical analysis of contemporary theoretical and empirical research on the sociology of crime and delinquency. Attention will be paid to the effects of crime on society as a whole.

Prerequisite: Sociology 9 or 12 or permission.

243

CONTEMPORARY SOCIAL ORGANIZATION

Shea

Analysis of changing interrelationships among the family, school, and workplace in the United States over the past century, with emphasis on the present decade.

Prerequisite: Sociology 9 or 12.

256

AMERICAN CULTURE AND SOCIETY

Driver

Analysis of the interrelationships between American social structure and the dominant culture, as well as subcultures and countercultures, with emphasis on change. Specific topics include use of leisure time, patterns of consumption, and exposure to media.

Prerequisite: Sociology 9 or 12.

261 or 262

SPECIAL STUDY (½ or 1)

The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission of the Department.

329

THEORIES OF SOCIETY

Drayer

An examination of the development of sociological theory from its roots in eighteenth-century positivism to the present. Primary emphasis will be given to interpretations of the central problems of sociological analysis and explanation by major theorists.

Prerequisite: Sociology 9 or 12 and two additional units in Sociology.

352

SENIOR SEMINAR IN SOCIOLOGY

Drayer

Subjects and projects are determined by the interests and needs of the group. Opportunity is given for independent work.

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

ECONOMICS

•3, 4

INTRODUCTORY ECONOMICS

Miller, Perdue

An introduction to economic reasoning and its application in the formulation of economic policy. Fall term: The economic theory of the overall performance of the United States economy and the means of achieving full employment, stable prices, and rapid economic growth. Spring term: The economic theory of the manner in which markets determine prices and the allocation of resources, goods, and income. Special attention will be given to the economic aspect of the problems of poverty, racial discrimina-

tion, social welfare programs, and pollution. Either term may be elected independently. Three hours, a fourth hour at the discretion of the instructor.

•[20

THE ECONOMICS OF CONSUMPTION]

Miller

The application of economic principles to the problems of consumption and finance of the individual and household. Special attention will be given to the analysis and solution of problems in personal finance. Alternate years.

•27

INTRODUCTION TO ACCOUNTING

Lyons

An introduction to the principles underlying the collection, recording, and interpretation of accounting data. Special emphasis to be placed upon the use of information reported in financial statements.

•28

**ADMINISTRATIVE AND
FINANCIAL ACCOUNTING**

Lyons

This second course in accounting is designed to build on the fundamental concepts and develop the analytic methods which provide accounting insights into the problems of administrative decision making. Emphasis is placed on the financial concern of management, annual reports, budgets, and the statement of financial condition.

Prerequisite: Economics 27.

107

MICRO-ECONOMIC THEORY

Perdue

Critical study of the theory of the behavior of consumers and business firms, the determination of prices under various market structures, and the welfare implications of the allocation of resources by markets.

Prerequisite: Economics 3, 4.

108

MACRO-ECONOMIC THEORY

Miller

A critical study of the nature, construction, and econometric applications of static and dynamic models for the determination of the level of income, output, employment, and prices.

Prerequisite: Economics 3, 4.

111

BUSINESS, GOVERNMENT, AND SOCIETY

Lyons

A study of the interaction among the business sector, government, and society. Particular emphasis is directed at the organized responses business has made to accommodate the needs of society within the requirements of government. Therefore, in this introductory survey, business organization, labor relations, administrative control mechanisms, distributional problems, and fundamental concepts of managerial economics will form the core of study. Alternate years.

Prerequisite: Economics 4.

206

COMPARATIVE ECONOMIC SYSTEMS

Hapala

Comparison and evaluation of alternative economic systems with emphasis on market and command economies. Marxist and neo-Marxist critiques of capitalism. Socialist theories and experiences in East and West. Special attention is given to current economic trends in the United States, the Soviet Union, People's Republic of China, and India. Alternate years.

Prerequisite or co-requisite: Economics 3, 4.

208

HISTORY OF ECONOMIC THOUGHT

Miller

A study of the major economists and principal schools of thought in political economy. The works of economists from the classical through the contemporary period (i.e., Smith, Ricardo, Marx, Marshall, Keynes, and others) will be considered in terms of their contribution to economic theory, the uses made of their ideas, the intellectual climate of their times, and the appraisal of the progress that has been made in economic thought. Alternate years.

Prerequisite: Economics 3, 4 or permission.

[213

INTERNATIONAL ECONOMICS]

Miller

The principles of international trade and finance. Contemporary problems in the international economy and the formulation of policies to cope with them. Three hours, a fourth hour at the discretion of the instructor. Alternate years.

Prerequisite: Economics 3, 4 or permission.

[215

CORPORATION FINANCE]

The financial organization and management of a business corporation. This course includes a study of methods of obtaining capital, financial policy, mergers, reorganization, and liquidation. Alternate years.

Prerequisite: Economics 3, 4.

[216

**INDUSTRIAL ORGANIZATION AND
GOVERNMENT POLICY]**

Browning

A study of the proper function of government intervention in the production and distribution processes of the American economy. The economic grounds for such involvement and the legal framework permitting it will be discussed. Emphasis will be placed on establishing a method of evaluating the proper relation between private incentive, government intervention, and public welfare. Alternate years.

Prerequisite: Economics 4.

219

MONETARY AND FISCAL POLICY

Miller

An analysis of the formulation and application of monetary and fiscal policies directed toward the goals of economic stabilization and growth. Special attention will be given to the structure and functions of the financial system in which monetary policy operates. Alternate years.

Prerequisite: Economics 3, 4.

[223

URBAN AND REGIONAL ECONOMICS]

Browning

The economic structure and development of modern urban and regional environments. Critical analysis of current social problems and possible solutions. Topics covered will be problems of transportation, pollution, ghetto development, urban renewal, and government finance. Alternate years.

Prerequisite: Economics 4.

225

PUBLIC FINANCE

Perdue

A study of the effects of government tax and expenditure programs on the allocation of resources and the distribution of income. Alternate years.

Prerequisite: Economics 4.

[230

MANAGERIAL ECONOMICS]

Lyons

An introduction to the management of complex organizations. Modern organizational theory and the principles of business administration will be surveyed. Alternate years.

261, 262

SPECIAL STUDY (½ or 1)

Miller

Special topics pursued by individual students under supervision.

Prerequisite: Permission.

352

SENIOR SEMINAR IN ECONOMICS

Subjects and projects are determined by the interests and needs of the members of the group. Opportunity is given for independent work under supervision.

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

GOVERNMENT

•5, 6

THE AMERICAN POLITICAL SYSTEM

Fall term: Gilpatrick

Spring term: Gilpatrick, Grimm

A study of the theory and practice of American government with some reference to state and local components of the federal system. Fall term: Models

for political analysis, different authority systems (totalitarian, authoritarian, and democratic), U.S. Constitutional origins and limited government, citizen participation, problems of balancing freedom and order. Spring term: Structural-functional analysis of Congress, the Courts, the Executive and the bureaucracy; foreign and domestic policy determination, including such areas as defense, employment and inflation, tax policy, welfare, race relations, energy and the environment. Either term may be selected independently.

101, 102

COMPARATIVE POLITICAL SYSTEMS

Hapala

An introduction to institutional, structural-functional, and cultural approaches to the study of political systems. Fall term: Politics of industrial societies of Britain, France, Italy, and West Germany with possible references to the British Commonwealth countries and Japan. Spring term: Communist party states of the Soviet Union, Czechoslovakia, and China. Either term may be elected independently.

109

INTRODUCTION TO INTERNATIONAL POLITICS

Grimm

An analysis of national power, old and new imperialisms, and the impact of technological and ideological revolution on international relations.

206

POLITICAL THOUGHT IN THE WEST

Gilpatrick

A study of both classical and contemporary political thought, with emphasis on relationships between classical theories and their modern formulations used in contemporary political analyses of socialist, democratic, and totalitarian systems.

Prerequisite: Two units of Government or European History or permission.

[209

INTERNATIONAL LAW]

Grimm

The nature and modern sources of international law, the role of law in state decision-making, problems of legal jurisdiction, the protection of individual rights under international law, and the legal means of controlling violence and war. Case studies are used to evaluate the operations of international law in contemporary world politics. Alternate years.

Prerequisite: Government 109, 211, or permission.

211

THE UNITED NATIONS AND WORLD GOVERNMENT

Grimm

A study of international organization as a system of institutions for promoting peace and welfare among sovereign states. The United Nations and its predecessors, including the League of Nations, are the main subjects of study. International regulation of the environment by specialized agencies is also studied. Alternate years.

Prerequisite: Government 109 or permission.

213

PARTIES, POLITICS, AND PRESSURE GROUPS IN THE UNITED STATES

Gilpatrick

The nature and development of U.S. political parties; relation of parties to pressure groups; party organization; campaign techniques, financing, suffrage and elections; citizen participation in politics. Emphasis on functions and tendencies of present-day parties. Alternate years.

Prerequisite: Government 5, 6 or History 111, 112 or permission.

214

BUREAUCRACY AND PUBLIC ADMINISTRATION

Gilpatrick

The administrative process in public bureaucracies, including institutional characteristics, behavior patterns, and policy outputs. Emphasis will be on seeking bureaucratic responsibility through congressional supervision, judicial review, and presidential control. Each student will select a federal department, bureau, or regulatory agency for analysis. Alternate years.

Prerequisite: Two courses in the Division or permission.

[215, 216

CONSTITUTIONAL LAW IN THE UNITED STATES]

Gilpatrick

Case method analysis of the theory and practice of constitutional interpretation. Fall term: Federal court system; judicial review; changing ideas concerning federalism and the separation of powers; development of due process. Spring term: Fundamental rights and liberties of citizens, with emphasis on interpretations of the Bill of Rights and the Fourteenth Amendment through both case method and impact analysis. Field observations in county and federal district courts. Either term may be

elected independently. Alternate years.

Prerequisite: Government 5, 6 or permission.

[218

INTERNATIONAL POLITICS: SYSTEMS AND BEHAVIOR]

Grimm

A survey of various approaches to the study of international political systems, state capabilities, and foreign policy-making. Emphasis is on evaluating the utility of various analytical tools, including systems analysis and simulation. Alternate years.

Prerequisite: Government 109.

[220

COMPARATIVE POLITICS OF SOUTH ASIA]

Hapala

Nation building in India, Pakistan, Bangladesh, Sri Lanka, and Nepal with a focus on national integration, institution building, mass mobilization, and economic development. Alternate years.

Prerequisite: Government 101 or 102 or permission.

222

THE CONDUCT OF UNITED STATES FOREIGN POLICY

Grimm

A study of the formulation, conduct, and content of contemporary United States foreign policy. Alternate years.

Prerequisite: Government 109 or permission.

352

SENIOR SEMINAR IN GOVERNMENT

The Department

Subjects and projects are determined by the interests and needs of the members of the group. Opportunity is given for independent work.

Open by permission to seniors who are doing major work in the division or in related interdepartmental majors.

361, 362

INDEPENDENT STUDY IN GOVERNMENT (½ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Permission

HISTORY

•EUROPEAN CIVILIZATION 17 FOCUS ON THE PAST: THE RENAISSANCE

See page 54.

•EUROPEAN CIVILIZATION 18 FOCUS ON THE PAST: ORIGINS OF THE CONTEMPORARY AGE

See page 54.

•101, 102

ANCIENT HISTORY

Wright

Fall term: A survey of ancient Near Eastern civilizations and of Greece from the emergence of the civilization of the Aegean Bronze Age to the high classical period of the fifth and fourth centuries BC. Spring term: The political and social history of Rome from the origins of the city through the high empire to the collapse of effective rule in the West in the late fourth century AD. Reading of major primary source materials in translation and of the studies of modern scholars. Either term

may be elected independently. Alternate years.

103, 104

AMERICAN INTELLECTUAL HISTORY Taylor

The evolution of basic attitudes and values as revealed in major cultural trends. Fall term: 1600 to 1855, with emphasis upon Puritanism, the Enlightenment, evangelical religion, and romanticism. Spring term: 1855 to the present, with emphasis upon Darwinian science, modernist religion, pragmatism, progressivism, and the impact of mass culture. Either term may be elected independently. Alternate years.

107, 108

HISTORY OF MODERN BRITAIN Epstein

Fall term: The Tudors and Stuarts, with emphasis on political, religious, and social change. Spring term: 1714 to the present, with emphasis on parliamentary democracy, the Industrial Revolution, and social programs. Either term may be elected independently.

Open to freshmen by permission.

•111

ORIGINS OF THE UNITED STATES, 1600-1788

Taylor

A survey of early American history, with emphasis on social change.

•112

HISTORY OF THE UNITED STATES, 1789-1900

Taylor

A survey stressing the establishment of political parties, the Civil War, and the industrial and agricultural revolutions.

•[115

**MEDIEVAL FOUNDATIONS OF
EUROPE]**

Kent

A study of certain aspects of the Medieval world with emphasis on the emergence of a distinctive European civilization. Alternate years.

•[116

CENTURIES OF CRISIS, 1460-1660]

Kent

An examination of the impact on European society of some of the economic, political, and intellectual upheavals of the sixteenth and seventeenth centuries. Alternate years.

121

TWENTIETH-CENTURY EUROPE

Richards

An examination of the major developments in the political, social, and cultural life of Europe between 1890 and the present. Alternate years.

[123

THE CIVIL WAR AND RECONSTRUCTION]

Taylor

An account and analysis of the causes, nature, and consequences of the American Civil War. Alternate years.

[124

THE UNITED STATES IN THE TWENTIETH CENTURY]

Taylor

The rise of federal power, the evolution of the industrial system, the development of popular culture and the growth of cultural pluralism. Alternate years.

[129, 130

MODERN RUSSIA]

Richards

A study of major political, social, economic, and cultural developments. Fall term: Peter the Great to Alexander III. Spring term: Nicholas II to Brezhnev. Either term may be elected independently. Alternate years.

[141], 142

MODERN GERMANY AND AUSTRIA

Richards

Fall term: From the end of the fifteenth century to 1815. Spring term: From 1815 to the present. Either term may be elected independently. Alternate years.

[149

FRANCE IN TRANSITION, 1770-1870]

Richards

A review and analysis of the profound changes in the political, social, and economic structures of France in the period. Attention is also paid to the significance of these changes to the other areas of Europe. Alternate years.

[157, 158

NATIONS OF LATIN AMERICA]

Fall term: The pre-Columbian civilizations, the discoveries, the conquest, the colonial period, and the wars of independence, 1492-1830. Spring term: The Latin American republics, their culture, their international relations, and the place of Latin America in the world, 1830 to the present. Either term may be elected independently. Alternate years.

169

AFRICA IN WORLD AFFAIRS

Berg

An historical survey of modern African diplomacy. The course will study the recent history of African political and social conditions which affect foreign policies and recent changes in the superpowers' policies toward Africa. Emphasis on southern Africa. Satisfies the non-Western studies requirement.

172

AFRICAN HISTORY

Berg

A survey of African history concentrating on the development of pre-colonial states from the twelfth to nineteenth centuries and the transformation of African society during the colonial period in the twentieth century. Satisfies the non-Western studies requirement.

201

REVOLUTIONS IN THE MODERN WORLD

Richards

A comparative study of the phenomenon of revolution using the techniques and findings of such disciplines as psychology, sociology, and economics, in addition to those of history and political science. Beginning with the emergence of this phenomenon in the seventeenth century, the course traces its growth and development to the present day. Alternate years.

Prerequisite: Two units in the Division of Social studies.

[205

**STUDIES IN BRITISH HISTORY:
TUDORS AND STUARTS]**

Kent

Special topics to be selected from the reigns of Henry VIII, Elizabeth I, James I, and Charles I. Topics will vary from year to year and may focus on either the Tudors or the early Stuarts. Alternate years.

Prerequisite: History 107 or permission.

[206

**STUDIES IN BRITISH HISTORY:
THE TWENTIETH CENTURY]**

Kent

Political, economic, and social changes in post-World War II Britain, and tracing of these changes to earlier periods. Attention given both to Britain's changing international position and to changes within the British Isles. Alternate years.

Prerequisite: History 108 or permission.

208

**POLITICS AND SOCIETY IN
VICTORIAN BRITAIN**

Epstein

This course offers a topical approach to the social and political history of Britain, 1832-1914: response to industrialization and urbanization; the transition from aristocratic to democratic politics; the mid-Victorian compromise and the age of liberalism; the Victorian family and the changing role of women; the rise of Labour; the crisis of imperialism; the origins of the welfare state. Readings will include novels, memoirs, parliamentary inquiries, as well as secondary works.

Prerequisite: History 108 or permission

212

STUDIES IN AMERICAN HISTORY

Taylor

The study of selected problems in American History from 1600 to the present.

Prerequisite: History 103, 104 or 111, 112 or 123, 124 or permission.

[214

PRE-INDUSTRIAL SOCIETY IN FRANCE, ENGLAND, AND THE AMERICAN COLONIES]

Kent

A comparative study of certain aspects of these societies in the period 1600-1760. Topics include economic and demographic characteristics, social stratification and social mobility, patterns of authority, marriage and inheritance patterns, the position of women, literacy and education, and popular "mentalities," including beliefs in magic and witchcraft. Alternate years.

Prerequisite: History 107 or 111 or 116, or by permission.

[ENGLISH 214 AMERICA'S COMING-OF-AGE, 1890-1929]

(See page 50)

231

STUDIES IN RECENT AMERICAN DIPLOMATIC HISTORY

Whiteman

Selected topics in the foreign policy of the United States in the twentieth century, with emphasis on changing guidelines and principles.

Prerequisite: Open by permission to majors in the Division of Social Studies.

[250

CRIME AND PUNISHMENT IN EARLY MODERN ENGLAND]

Kent

Introduction to English common law and the legal system from about 1400 to 1800, with an examination of the social history of crime during this period. Special attention given to the evidence of local criminal court records and to patterns of crime among ordinary people. Other topics include legal education and the Inns of Court, medieval outlaws and aristocratic criminal bands, female criminality, laws of treason, and treason trials. Alternate years.

Prerequisite: Two units in the Division of Social Studies or permission.

[251

INDUSTRIAL SOCIETY IN NINETEENTH-CENTURY EUROPE]

Richards

An analysis of changes in social structures, organization of work, attitudes, and values in Europe from the 1790's to the eve of World War I. Evidence will be drawn primarily from the experience of Great Britain, France, and Germany. Alternate years.

Prerequisite: European Civilization 18 or permission.

[252

HIGH CULTURE AND POPULAR CULTURE IN EUROPE, 1890-1970]

Richards

A study of high culture—political, economic, and social theories; the arts, literature, and music; philosophical and religious thought. Attention also paid to aspects of popular culture such as the customs, traditions, and assumptions of particular occupational and social groups within particular national societies and mass market publications, movies, radio, television, entertainment, and professional sports. Links between high culture and popular culture and their inter-

relationship will be examined as well. Alternate years.

Prerequisite: European Civilization 18 or permission.

254

**EUROPE BETWEEN THE WARS:
CULTURE, SOCIETY, AND POLITICS**

Richards

A detailed analysis of political events, social trends, and intellectual and cultural developments in Europe from 1919 to 1939. Emphasis placed on the reading of primary sources. Alternate years.

Prerequisite: European Civilization 18 or permission.

261, 262

SPECIAL STUDY IN HISTORY

The Department

Special topics pursued by students individually or in small groups under supervision. Either term may be elected independently.

Prerequisite: Permission.

271

HISTORY OF AMERICAN WOMEN

Taylor

An analysis of the position of women in American society from 1600 to the present with emphasis upon their changing place in the family and upon varieties of feminism. Alternate years.

Prerequisite: History 111 and 112 or permission.

[273

THE AMERICAN REVOLUTION]

Taylor

The late colonial period, the prerevolutionary crisis and debates, the struggle for independence, the emergence of nationality, and the new national governmental system. Alternate years.

Prerequisite: History 111 or permission.

351

SENIOR SEMINAR IN HISTORY

Berg

The seminar will deal with the question "What is history?" Primarily this will involve an examination of some of the best works of historians in the last few years. It will also consider ways in which people organize, analyze, and interpret past experience.

Prerequisite: Open by permission to seniors.

361, 362

INDEPENDENT STUDY IN HISTORY

(½ or 1)

The Department

Research on a topic determined in advance by a student and her adviser. Either term may be elected independently.

Prerequisite: Permission.

SPANISH

See page 67.

Theatre Arts

Chairman

EIJA U. CELLI

Associate Professor

JOSEPH R. ROACH, JR.¹

Associate Professor

L. PAUL GRATZ

Assistant Professor

MICHAEL E. STEARNS

Instructor

ALAN JUSTICE

Visiting Assistant Professor

THE DEPARTMENT OFFERS MAJORS in Theatre Arts and in Dance Theatre.

The major in Theatre Arts is based on Theatre Arts 21 and 22. The student must also complete Theatre Arts 101, 123 or 124, 283, 284, 289, 290, 301 and 302. The work of the major must also include the following courses in the Department of English: either 225 or 226, either 279 or 280, and at least one additional unit selected from among 223, 225, 226, 279, 280, or approved Winter Term courses. The student must complete a directing or design project and, in her senior year, a three-hour comprehensive examination.

A student who elects Dance Theatre as her major must complete Theatre Arts 101, 121, 122, 123, 124, 201, 202, 283, and 284. The work of the major must also include Music 7 and 8 and one additional course in the fine or performing arts. In her senior year the student majoring in Dance Theatre must present a dance recital and take a three-hour comprehensive examination.

THEATRE

•21, 22

HISTORY OF THE THEATRE

Justice

A history of physical theatre from antiquity to the present. Fall term: The Greeks to 1640. Spring term: 1640 to the present. Either term may be elected independently.

101

TECHNICAL THEATRE I

Gratz

Introduction to the technical aspects of theatre production: backstage organization and management, theatre architecture and mechanics, theatre drafting, scenic materials, painting, and lighting. A thorough training in scene shop functions and construction of various types of scenery.

Not open to freshmen.

102

TECHNICAL THEATRE II

Gratz

Advanced study in the technical aspects of theatre production: lighting theory and design, complex stagecraft and rigging, perspective drawing and rendering. Principles of theatre design and basic design technique.

Prerequisite: Theatre Arts 101.

161, 162

SPECIAL STUDIES

The Department

Topics in dramatic literature, history of the theatre, or stage production pursued by individual students under supervision. Either term may be elected independently.

Open, with permission of the Department, to specially qualified sophomores and spring-term freshmen.

¹On sabbatical leave for 1980-81.

[283, 284

DRAMATIC LITERATURE AND THEORY]

Roach

A study of selected plays and critical writings from antiquity to the present. Fall term: Classical and neo-classical drama, with emphasis on the relationships between the two. Spring term: Drama from the eighteenth to the twentieth centuries, with emphasis on romanticism. Either term may be elected independently. Alternate years.

Prerequisite: Theatre Arts 21, 22 or permission.

289

ACTING

Justice

Theatrical presentation as a critical approach to dramatic literature. Reading, discussion, and performance to develop the student's powers of expression. Alternate years.

Prerequisite: Theatre Arts 21, 22. Sophomores admitted by permission.

290

DIRECTING

Justice

Studies in approaches to directing, past and present, with practical application to one-act plays directed by the students. Alternate years.

Prerequisite: Theatre Arts 289 and permission.

301, 302

PRODUCTION AND PERFORMANCE

(1/2, 1/2)

Gratz, Justice, and Visiting Artists

Ensemble participation in technical production and play performance: acting, stage design, and construction stage management, make-up, publicity, and backstage crew work. Either term may be elected independently.

Prerequisite: Theatre Arts 101 or 289.

361, 362

INDEPENDENT STUDY IN THEATRE ARTS

The Department

Special topics in dramatic literature, history of the theatre, stage production, or dance theatre pursued by individual students under supervision. Either term may be elected independently.

Open, with permission to juniors and seniors.

DANCE

[121, 122

DANCE HISTORY]

Celli, Stearns

A general survey including the anthropological aspects of dance. Fall term: Dance in primitive cultures and its development in the western world up to the Renaissance. Spring term: Renaissance to contemporary dance. The dance in the Orient. Alternate years.

Not recommended for freshmen.

•123, 124

INTRODUCTION TO DANCE

COMPOSITION

Stearns

Basic elements of dance composition; analyses of rhythmic movement in terms of space, time, and force. Emphasis on theme and development and on enlarging personal movement vocabulary. Either term may be elected independently. Three hours of technique, four hours of studio work, related reading materials.



201, 202

**INTERMEDIATE DANCE
COMPOSITION**

Celli

Lectures and studio work in principles of movement as related to performing techniques. Experimentation with different contemporary points of view. Solo and small group compositions. Four hours studio work, three hours technique, related reading materials, rehearsals.

Prerequisite: Theatre Arts 123, 124.

261, 262

SPECIAL STUDY IN DANCE

Stearns

Experience in group choreography and dance production. Problems in synthesis of literature, art, music, dance. Works to be performed in dance recital in the spring. Four hours studio work, three hours technique, rehearsals.

Prerequisite: Theatre Arts 201, 202.

365, 366

DANCE REPERTORY

Celli

Dance works by faculty, students, and visiting artists as a learning experience for the dance student in terms of different styles and trends in choreography.

Prerequisite: Advanced students by audition only.

Academic Regulations

ADVANCEMENT AND EXEMPTION

Exemption from one or more of the degree requirements and/or admission to advanced courses may be granted on the basis of the Advanced Placement Tests of the College Entrance Examination Board or, in some cases, placement tests taken at Sweet Briar. Requests for information about the Advanced Placement Tests should be made to the College Entrance Examination Board or the student's high school counselor.

Since the College wishes to enable every student to advance at a rate commensurate with her ability and previous preparation, any student who has not participated in the Advanced Placement Program but believes that she is capable of doing the work of an advanced course or should be exempted from a degree requirement may so indicate to the Dean. Placement tests and conferences with department chairmen will be arranged to meet the needs of such students.

A student who has a score of 5 or 4 on an Advanced Placement Test will receive college credit and exemption from the particular requirement which it represents; if she has a score of 3, the decision on credit and exemption rests with the department concerned. Neither credit nor exemption will be granted for a score below 3 although, at the discretion of the department, admission to an advanced course may be offered.

Placement tests in a few subjects will be given at Sweet Briar during the opening week of the college year and a student who demonstrates unusual ability in a test taken at Sweet Briar may be given credit as well as exemption at the discretion of the department concerned. Only those freshmen who receive 600 or better in the English Achievement Test will be permitted to take a test in composition at Sweet Briar on the basis of which they may be exempted from English 1. A student who is so exempted is eligible to take a 100-level course in English.

Students who request advanced placement in studio art must submit a portfolio for review by the studio instructors.

If a student considers herself sufficiently experienced in one of the activities offered in physical education to meet the aims stated for the degree requirement, she may apply in writing to the department chairman for exemption from the requirement.

Language Placement Tests

All students who wish to continue any modern foreign language offered for entrance must take placement tests to determine which courses they may take. Either the Achievement Tests of the College Entrance Examination Board taken in high school or the equivalent given at Sweet Briar may be used as the basis for placement.

Not more than two first-year modern languages may be credited toward the degree.

Students who elect Latin and offer three units at entrance will take a placement test to determine which course they should take.

CLASS ATTENDANCE

The College maintains that regular class attendance is essential to its educational plan. It is the responsibility of the student to attend class and to keep up her work.

GRADES AND QUALITY POINTS

Grades are assigned as follows: *A*, excellent; *B*, good; *C*, satisfactory; *D*, poor but passing; *F*, failure. Quality points are to be counted as follows: *A*, 4; *B*, 3; *C*, 2; *D*, 1; *F*, 0. For every unit of plus, 0.3 quality point is added; for every unit of minus, 0.3 quality point is subtracted. The plus symbol may be used with grades of *B*, *C*, and *D* only; the minus symbol may be used with *A*, *B*, *C*, and *D*.

The credit ratio is the ratio of the total number of quality points to the total number of units taken, a credit ratio of 2.000 being equivalent to a *C* average.

Incomplete indicates that a substantial piece of required work in a course has not

been completed because of exceptional circumstances which merit an extension of time.

A student transferring from another college or offering summer school work for credit is required to have for graduation a credit ratio of 2.000 for the work pursued at Sweet Briar College.

ELIGIBILITY

A student whose work is markedly below the average of C at the end of any academic term may be declared ineligible to return to the College or may be advised to withdraw.

EXAMINATION

Examinations are given in all courses at the end of each term, unless the instructor concerned decides upon some other means of testing. Students schedule their examinations themselves within the period provided in the official calendar for the term.

All tests and examinations are given under the Honor System. Any violation of its requirements constitutes a serious offense.



PASS/FAIL

A student with a cumulative credit ratio of at least 2.000 may, with the approval of her adviser, take one course each term on a *Pass/Fail* basis. A student in her first term at Sweet Briar is not eligible for this option.

REGISTRATION

Students, both new and returning, must complete their registration for courses on the dates specified in the official calendar each year. Failure to register at the specified time will entail a late registration fee. All students are expected to attend the opening convocation on the date designated in the calendar.

Boarding students must report their arrival at the College in September to the Office of the Dean of Student Affairs on a form provided by the office.

MISCELLANEOUS REGULATIONS

Withdrawal

A student who wishes to withdraw from college during the academic year must present to the Dean the written approval of her parents or guardian stating the reasons for withdrawal. She must clear all financial obligations before honorable dismissal can be granted.

The College reserves the right to exclude at any time any student whose conduct or academic standing it regards as unsatisfactory.

Readmission

Readmission after withdrawal from Sweet Briar is not automatic. Application for readmission should be made to the Dean of the College.

Honors and Awards



ACADEMIC HONORS

General Honors of three ranks — *cum laude*, *magna cum laude*, *summa cum laude* — are awarded to members of the graduating class on the basis of their academic record for the entire course. Candidates under the Honors Program may receive departmental citations: with honors, high honors, or highest honors.

Dean's List

At the end of each fall and spring term the Dean prepares a list of members of the three upper classes who have shown outstanding ability and achievement in the work of the term.

Freshman Honor List

Freshmen who achieve an outstanding record in the fall term are recognized in February.

Junior Honors

Junior Honors are awarded at the opening convocation to the highest-ranking members of the junior class.

Emilie Watts McVea Scholar

Each year the College recognizes academic achievement by conferring upon the highest-ranking member of each class the honorary title of Emilie Watts McVea Scholar, a designation which bears the name of the second president of Sweet Briar College.

Phi Beta Kappa Society

Phi Beta Kappa Society authorized a charter for the Theta chapter of Virginia at Sweet Briar College in 1949. Each year the chapter elects to membership seniors of high scholastic attainment; it may also elect juniors of exceptional ability.

Tau Phi

Tau Phi is an honorary society organized for the purpose of upholding the principle of a

liberal arts education — the broadening of the mind by contact with the many fields of human knowledge. The membership is composed of a limited number of upperclassmen chosen in recognition of their scholarship, character, and aesthetic sensitivity, as well as their interest and participation in the intellectual growth of the College. Throughout the year the society assists the Lectures Committee to encourage attendance at lectures, plays, and concerts and to arrange hospitality for visiting speakers.

Sweet Briar Scholars

Established in 1976, the Scholars Program honors students who are outstanding academically and are leaders in the College. Scholars are selected from incoming and current students on the basis of demonstrated academic ability, contributions to school and community life, and general excellence as persons. Each Scholar receives a \$1,000 award and a \$150 credit at the College Book Shop for textbooks.

HONOR AWARDS

The Alumna Daughter Scholarship was established in 1974 by the Executive Board of the Alumnae Association to honor an alumna daughter in either the junior or senior class who has demonstrated while at Sweet Briar the traditions of sound learning and social responsibility which have characterized the alumnae of the College since its founding.

The Mary Kendrick Benedict Scholarship was established in 1945 by former students, colleagues, and other friends of Dr. Mary Kendrick Benedict, the first president of Sweet Briar College. Income from this fund is to be used as a scholarship for an upper-class student of high academic standing and personal integrity, who has shown a purpose for service in her college experience.

The Juliet Halliburton Burnett Scholarship was established in 1974 by Mr. R. Walker Martin to honor and recognize the outstanding and devoted service to Sweet Briar College of Mrs. Oscar W. Burnett, former Overseer, Director, and President of the Alumnae Association. The income is used to provide needed financial aid to one or more Sweet Briar students who have demonstrated leadership and academic ability.

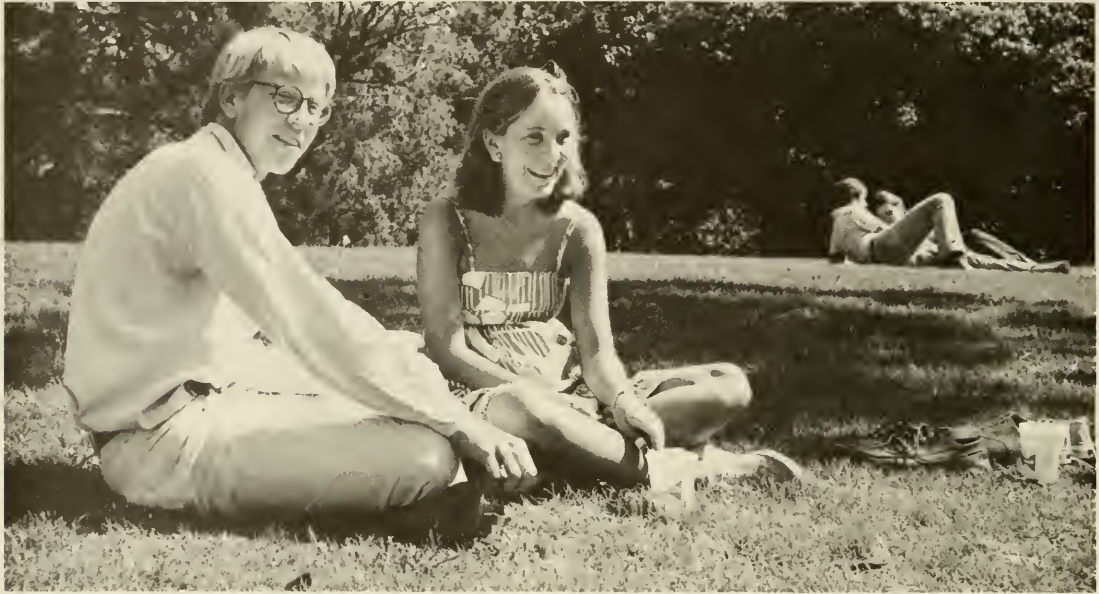
The Manson Memorial Alumnae Scholarship was established by the alumnae in memory of Mr. N. C. Manson, Jr., to give recognition each year to an upperclass student of high academic standing who shows qualities of leadership and makes a constructive contribution to student life.

The Everingham Rickards and Captain Garrett V. S. Rickards Memorial Scholarship was established in 1974 by Mrs. Everingham Rickards, Class of 1910, in memory of her son who died in World War II, and her husband. This award is given to one or more members of the rising sophomore class who best demonstrate potential for leadership, academic excellence, and community involvement, which have distinguished the College throughout its history.

SPECIAL AWARDS

The Jean Besselievre Boley Fund was established by the parents and husband of Jean Besselievre Boley of the Class of 1935, to encourage interest in creative writing. The fund provides a prize of \$100 to the student submitting the best short story entered in the annual competition. It may also provide a grant-in-aid for a junior or senior with demonstrated ability in creative writing who requires financial assistance and is recommended by the Dean.

The Marcia Capron Award was established by Mr. John D. Capron in honor of his wife. This award is given at commencement to a senior for excellence in French.



The Penelope Czarra Award was established by the parents of Penelope Lane Czarra of the Class of 1975 to honor the senior who best combines scholastic achievement, student leadership, and effective contributions to the improvement of the quality of student life at Sweet Briar.

The Connie M. Guion Award was established in honor of Dr. Guion by Mr. and Mrs. J. Wilson Newman and their daughters, Clare Newman Blanchard, Class of 1960, and Mildred Newman Thayer, Class of 1961. It is given to a member of the graduating class "for excellence as a human being and as a member of the College."

The Wall Street Journal Student Achievement Award for Excellence in Economics is presented at commencement to an outstanding economics major.

The Helen K. Mull Psychology Scholarship was established by the bequest of Helen K. Mull, professor of psychology at Sweet Briar from 1927 to 1958. It is awarded to the highest ranking psychology major in the graduating class for graduate study in psychology.

The Lawrence Nelson Award was established in 1971 in memory of Professor Nelson, who taught English at Sweet Briar from 1946 to 1970. It is awarded each year to a senior chosen by the Department of English for general excellence in English.

The Anne Gary Pannell Graduate Fellowship in History was established in honor of the fifth president of the college by Miss Dorothy Stimson, visiting professor of history at Sweet Briar in 1956. The fellowship, to encourage high standards of scholarship in history, is awarded annually to an outstanding senior history major who plans graduate study.

The Martha von Briesen Prize in Photography was established by the Alumnae Association in honor of Martha von Briesen, Class of 1931, for her many years of outstanding service to the College as director of public relations. A prize of \$25 is awarded to a graduating senior who has made outstanding achievements in the field of photography as a fine art.

Student Life

Sweet Briar is primarily a residential college. With the exception of a few day students, all students live in dormitories, eat in the College dining hall, and share a commonality of daily living.

Because the College is small, Sweet Briar students all know each other and find the faculty thoroughly approachable. It is a close-knit, friendly community.

CAMPUS ORGANIZATIONS

Among the advantages of a woman's college are the unlimited opportunities for women to participate and assume leadership roles in all manner of organizations and activities. At Sweet Briar, students are urged not only to be active in existing organizations, but to establish their own groups and clubs if none corresponding to their own interests already exists. For example, Sweet Briar's radio station, WUDZ, received its initial impetus in 1978 from the effort and enterprise of a single student and now engages the concerted efforts of a staff of 30. Most campus organizations are funded through the Student Activities Fee and are part of *Interclub*, a committee of the Student Government Association.

STUDENT GOVERNMENT

Students participate in the governance of the College through holding the many offices and committee positions of the Student Government Association. The Association and its committees, with powers and responsibilities delegated by the faculty and administration, are largely responsible for the self-governance of the student body.

Officers of the Student Government Association work with class officers, Judicial Committee representatives, house presidents, and the committees of the Association — Social, Curriculum, Orientation, Health Services and Career Planning, — as well as ad hoc committees. Two of the major committees, both of which are composed of student officers and representatives of the faculty and administration, are the

College Council which meets regularly to discuss problems of general college welfare, and the *Judicial Committee*, which considers major cases of discipline. Three other student committees which play vital roles in the governance of the College are the *Curriculum Committee*, the *House Presidents Council*, and the *Social Committee*.

HONOR SYSTEM

The Student Government Association is founded upon a highly developed concept of honor which, through the Honor System, applies to all phases of academic and social life. The Honor System is based on the fundamental belief that harmony in community living is best achieved when it has as its basis honor and mutual trust. Each entering student becomes a full member of the Student Government Association upon taking the Honor Pledge to uphold three principles: 1) integrity of her word, 2) respect for the property of others, and 3) honesty in academic work.

ATHLETICS

Sweet Briar's 3,300-acre campus provides a great natural setting for hiking, tennis, riding, swimming, and many other sports and outdoor activities. In addition, athletic facilities include the Prothro Natatorium, an unparalleled swimming and diving facility; the Harriet Howell Rogers Riding Center; a fully equipped gymnasium; 14 tennis courts; and hockey and lacrosse fields considered the finest in Virginia.

The Varsity Sports Council and the Recreation Association, in conjunction with the Department of Physical Education, provide activities at all levels of competence. Varsity teams in basketball, field hockey, golf, lacrosse, riding, swimming and diving, volleyball, and tennis compete with teams from other colleges and universities. Intramurals and interclass and faculty-student competitions in basketball, volleyball,

relays, and other sports take place regularly. All students are encouraged to participate in these and individual sports, such as cross-country, riding, gymnastics, dance, and fitness.

SWEBOP (the Sweet Briar Outdoor Program), sponsored by the Office of Student Affairs, offers a popular series of outdoor programs that range from backpacking on the Appalachian Trail, to white-water canoeing, tubing on the James River, spelunking in near-by caves, rock-climbing, and bike-riding.



CLUBS

Sweet Briar does not have Greek-letter sororities, but does have a few clubs which select upperclass members on the basis of academic performance, enthusiasm, or college spirit. These organizations which "tap" new members each year, have serious or satiric purposes and such diverse names as Chung Mungs, Bum Chums, Q.V., Ear-phones, and Aints and Asses. Tau Phi is an honorary scholastic society (see p. 108).

The Sweet Tones is a student-directed singing group composed of approximately 15 sophomores, juniors, and seniors. They perform their own arrangements of popular songs at campus events and other colleges. New members are chosen at auditions each year in the spring.

DANCE

Original choreography and technical competence are bases for membership in *Dance Theatre*, which stages a major performance each semester, sometimes in conjunction with other colleges in the area.

DRAMA

Paint and Patches is the student drama club whose members are elected on the basis of their work in one or more phases of theatre production. The club usually stages two productions a year.

INTERACT

The student organization *Interact* provides a valuable link between students, alumnae, friends of the College, and the local community. *Interact* members present programs about Sweet Briar to alumnae gatherings, both on campus and in their home towns; they also assist with special events on campus, such as parents weekends, prospective student weekends, and meetings of the Board of Overseers, the Alumnae Council, the Friends of the Library, and the Friends of Art.

LANGUAGE CLUBS

The *Italian*, *French*, *German*, and *Spanish* clubs enable students to practice their language skills and learn more about the cultures of the countries in which they have an interest. The clubs sponsor films, lectures, and dining hall language tables.

MUSIC GROUPS

Students are encouraged to audition for any or all of the campus music groups. The *Sweet Briar Concert Choir*, which performs both secular and sacred music, presents

several major concerts each year, often in cooperation with nearby men's colleges. This choir is directed by a member of the music department, with admission by audition, and carries academic credit. *The Collegium Musicum*, also professionally directed, specializes in the performance of early music, accompanied by such baroque/renaissance instruments as recorders, krummhorns, and the portativ organ. Participation in the *Collegium* also carries academic credit.

PUBLICATIONS

Any student is welcome to join the staff of one of the student publications. Twice a year *The Brambler*, the college literary magazine, publishes student poetry, stories, photography, and art work. *The Sweet Briar News* is published weekly; *The Briar Patch*, the college yearbook, in the spring; and *The Student Handbook*, in the fall.

RADIO

Students interested in broadcasting can take part in writing, producing, and announcing documentary or entertainment programming for WUDZ-FM, the College's student-run radio station. The power output of the station will be raised from 10 to 100 watts during the 1980-81 school year, resulting in an effective broadcast radius of 15 miles.

PUBLIC EVENTS

The number and diversity of programs that appear on the college calendar reflect the broad scope of interests and tastes in the community. Supplementing normal instruction, these events are open without charge to people at the College and to the public. Each year there are many lectures and symposia on a wide range of subjects, concerts and dance recitals by outstanding artists, plays or operas by professional companies, poetry readings, and art exhibitions. In addition,

there are two series of weekly film programs, one of which presents old and modern classics of the screen, and the other, currently popular films.

Scholars, scientists, and artists frequently visit the campus to give classroom and public lectures and to meet with students in small discussion groups. Workshop or forum presentations are scheduled at intervals, focusing attention on special topics, such as domestic or international affairs, environmental issues, or women's rights. The list of visitors to Sweet Briar in the past two years includes many lecturers and performers considered foremost in their fields. Among the visitors were:

- Congressman Toby Moffett (D.-Conn.) and Clifton C. Garvin, chairman of the board and chief executive officer of Exxon Corporation, speaking of energy.
- The Erick Hawkins Dance Company.
- William F. Buckley, Jr., speaking on "Some of the Problems of Freedom."
- Sen. Paul Laxalt (R.-Nev.), Ronald Reagan's campaign manager, talking about the presidential election.
- Cleanth Brooks, professor emeritus of rhetoric at Yale University, speaking on "Faulkner's Spiritual and Ethical Values."
- Mary Lee Settle, National Book Award winner, novelist William Styron (*Sophie's Choice*), and poets Derek Walcott and Anne Waldman reading from their work.
- Jane Goodall, visiting professor of anthropology at Sweet Briar College, lecturing on her work at the Gombe Stream Research Center in Tanzania. Dr. Goodall has lectured at Sweet Briar for the past four years.
- The Virginia Opera Theatre productions of "Madame Butterfly" and "Don Pasquale."
- Captain Grace Hopper, pioneer in the computer field.
- Rosamond Bernier, lecturer at the Metropolitan Museum of Art and Clement Conger, curator of the White House, talking about collecting art.

RELIGIOUS EXPRESSION

Sweet Briar College recognizes a wholesome diversity of religious beliefs and attitudes among its students. Under the guidance of the *Church and Chapel Committee*, made up of students and faculty, the Chaplain coordinates a variety of worship services and religious programs. An interdenominational Service of Worship is conducted in the Sweet Briar Memorial Chapel each Sunday and a Service of Holy Communion is conducted weekly. Roman Catholic Mass is also celebrated weekly. There is a synagogue in nearby Lynchburg. Students are invited to meet the pastors of the local Episcopal, United Methodist, Presbyterian, and Baptist churches. Other denominations represented by churches in Amherst or Lynchburg are Christian, Christian Science, Church of Christ, Greek Orthodox, Latter Day Saints, Lutheran, and the United Church of Christ.

Because religious convictions are expressed in different ways, opportunities are provided for students who would like to become involved in community service, Bible study, or prayer groups.

RACIAL AWARENESS MOVEMENT

Sweet Briar's *Racial Awareness Movement* (RAM) has brought together a group of concerned students and faculty who meet regularly to discuss problems of racism in our society. In an effort to confront racial issues through education, RAM, together with the Church and Chapel Committee, sponsored an interracial, intercollegiate conference in March 1980, which was attended by many students and faculty from colleges and universities throughout Virginia.

SOCIAL ACTION AND SERVICE

Among the activities of the Church and Chapel *Social Action and Service Committee* is a regular, on-going relationship with

Ryan's Nursing Home in the nearby town of Amherst. Students and faculty make dramatic, musical, and other kinds of presentations from time to time, and individual students are encouraged to develop regular, caring relationships with individual patients. Related to this project are periodic educational sessions about the special problems and possibilities of aging and old age in our culture.

THE OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs oversees the nonacademic aspects of student life. Its prime concern is to help each student develop as a whole person. The Office of Student Affairs encourages every member of the College community to become actively involved in student clubs, organizations, and activities, as well as in the human development programs it sponsors. The office also provides services in the areas of counseling, career planning, orientation, health services, international student concerns, residential life, programming, and student development, all of which are designed to assist students in their personal growth.

Counseling Services

The counseling of students in regard to social life, campus life, and extra-curricular activities is centered in the Office of Student Affairs. The Dean of Student Affairs, the Assistant Dean of Student Affairs, Resident Coordinators, the Director of Career Planning, the Assistant Director of Career Planning, the College Physician, and the Consulting Psychiatrist are all individuals with counseling training who can assist students with personal problems. A trained corps of upperclass students serving as Resident Advisers, who live on different floors in the residence halls, are also available for counseling assistance.

The Rev. Myron B. Bloy, Jr., Chaplain, is available to students for counseling or examination of personal and spiritual concerns.

Orientation

A program of orientation designed to help new students become acquainted with Sweet Briar is scheduled each year. Planning for orientation is conducted by the *Student Orientation Committee* and the Office of Student Affairs. The program itself explains the roles of administrative officers and the heads of student organizations; describes the educational program and ideals of the College, including its honor system; and outlines the responsibilities each student must assume as a member of the Sweet Briar community. Each student has a session with her faculty adviser to plan her course of study in accordance with the results of placement tests she has taken as well as her own interests. Registration for classes takes place after this session.

Career Planning

The professional counselors in the Office of Career Planning help students formulate their plans for future study and/or careers. Individual interviews, monthly career panels, a monthly newsletter, various career conferences, and a library of resource materials provide information on career fields, employment opportunities, and graduate programs. Throughout the year recruiters from graduate schools and businesses visit the Office of Career Planning to interview interested students. The office also sponsors workshops on such necessary skills as assertiveness, decision making, job-hunting techniques, and resume writing.

The Sweet Briar Connection is a network of alumnae working in many fields, who help students discover career interests through internships and "shadowing" experiences arranged with the assistance of the Career Planning Office.

Permanent credential files for graduates are maintained in the Office of Career Planning and pertinent information is forwarded to prospective employers for all seniors who register for this service. Students are encouraged to consult the Office of Career Planning early and often.



Health Services

Health services are coordinated by the College Physician, whose staff includes five registered nurses. A psychiatrist serves part-time for preliminary diagnosis and psychiatric consultation and for group discussions with faculty and students. The fee for medical service, which is included in the comprehensive fee, covers office visits and medical attention as well as up to five days confinement in the 10-bed infirmary. When students are referred to medical specialists, normal fees are charged directly by these physicians.

International Students

The Office of Student Affairs advises the *International Student Organization* and through this club informs foreign students of programs and social activities which may be of particular interest to them. The office helps arrange special holiday and vacation employment and housing for international students. Students who wish to become acquainted with a family in the immediate area may meet host families through the Student Affairs Office.



Residential Life

Room assignments and room changes in the College residence halls are made and adjusted by the Office of Student Affairs. No student may change her room without proper authorization. The student Resident Advisers, who live in each residence hall, and the professional Resident Coordinators report to the Office of Student Affairs. They provide assistance to students in resolving problems or obtaining necessary information.

Programming

The Student Affairs Office coordinates programming in noncredit activities, such as first aid, an extensive outdoor program, bicycling, auto repair, and bridge. The office also schedules events, such as trips to Washington, D. C., Richmond, and Williamsburg to see plays, dance, art exhibitions, and historical museums, as well as programs on such topics as women's issues,

human sexuality, and alcohol abuse. In conjunction with the *Social Committee*, the Office of Student Affairs assists in the promotion of a variety of social events, including formal dances, mixers, faculty-student wine and cheese parties, visits by musical groups from Yale, V.M.I., Princeton, and Washington and Lee, weekly films, and backgammon tournaments.

Student Development

The Office of Student Affairs has established a number of individual and group activities to assist in the student's personal growth, including leadership training, a Human Potential Seminar, decision-making exercises, time-management groups, problem-solving programs, confrontation skills, study skills workshops, health education programs, values clarification exercises, stress workshops, and general training in such skills as programming and conducting judicial hearings.

Admissions

Admission to Sweet Briar College is open to students of varied backgrounds, talents, interests, and experience who want to pursue an education in the liberal arts. The Committee on Admissions selects applicants who present evidence of a strong academic foundation, scholastic ability and motivation, and strength of character.

CAMPUS VISITS

Prospective students are invited to visit the College for interviews and campus tours at any time during the year. While college is in session, attendance at classes, appointments with faculty members, and overnight stays in the dormitories may be arranged. The Admissions Office is open from 8:30 a.m. to 4:30 p.m. Monday through Friday throughout the year and on Saturday mornings (by appointment) from opening week in September until Commencement in May.

Special weekends for prospective students are held several times during the year. For information about all campus visits, write or telephone the Admissions Office (804-381-5548).

Those who are unable to come to Sweet Briar may talk with a member of the Admissions Office staff who is visiting schools in their area or with an Alumna Representative on Admissions. Alumnae Representatives are listed in this catalog on page 136.



ADMISSION TO THE FRESHMAN CLASS

A candidate's secondary school program should consist of at least four academic courses each year with a minimum total of 16 academic units, including English, foreign language, mathematics, science, and social studies. Candidates may also offer units in art, drama, humanities, music, philosophy, psychology, religion, sociology, speech, or topical studies.

Four years of English are required. In addition, a typical program might include three to five units of sequential work in foreign language; three units in mathematics (two in algebra and one in plane geometry); at least one unit in history and one in a laboratory science.

Consideration also is given to applicants who offer programs which differ from these recommendations. In evaluating programs, the Committee on Admissions seeks assurance that the candidate has a sound academic preparation.

Sweet Briar recognizes the purposes of the Advanced Placement Examination Board. Students presenting satisfactory results on A.P. examinations may be placed in advanced courses and/or given course credit.

The Director of Admissions is glad to advise prospective candidates about their programs, especially if they have questions about courses they wish to offer for admission. Before applying, students may submit school records with a list of proposed senior subjects and may request a preliminary evaluation of their chances for acceptance.

The Committee on Admissions meets during February and March and letters of acceptance are mailed between March 1 and April 15. If a candidate needs to know the Committee's decision before she is notified in order to avoid paying a nonrefundable fee to hold a place at another college, she should call the Director of Admissions at Sweet Briar.

Information about financial aid will be found on page 120.

APPLICATION CREDENTIALS

Application for admission should be made before March 1 on an application form supplied by the College and accompanied by a nonrefundable application fee of \$15. The following credentials are required:

- a) *Application Form*, including a series of short essay questions, giving each applicant an opportunity to write about her interests and activities.
- b) *School Records*. Applicants must submit a preliminary transcript of their work from 9th through 11th grades. Special forms for first-semester senior records are mailed directly to schools in January.
- c) *A recommendation of character, personality, and academic promise* from the school, including information about the candidate's interests, attitudes, and activities as a member of the school community.
- d) *Tests of the College Entrance Examination Board*. All applicants for the freshman class must take the Scholastic Aptitude Test before February of year of entrance. Three achievement tests are required of all matriculants but need not be presented with the application.
- e) *Social Security number*.

The three Achievement Tests may be divided between the junior and senior years. One of these must be English (preferably the English Essay Test, offered in December); the other two are the candidate's choices. A candidate who expects to continue a language she has studied in secondary school should take a language Achievement Test. The results of these tests are used both for guidance in admission and in planning the student's program in college.

EARLY DECISION PLAN: FIRST CHOICE

Well-qualified candidates who have decided that Sweet Briar is definitely their first choice should consider the Early Decision Plan. The Committee on Admissions notifies early candidates of its decision by December 1. Candidates for Early Decision should:

- a) File application for admission, including "Request for Early Decision" card, before November 15.
- b) Send all credentials and other information, including scores from SAT or PSAT, to the College by November 15. If an early candidate has not completed the three Achievement Tests before November 15, she may send these scores later in the year.
- c) Agree that, if accepted, they will withdraw all applications at other colleges and submit the non-refundable room reservation fee of \$300 by January 15.

Early Decision Financial Aid candidates will be notified of action taken on their aid applications by December 1, or as soon as all financial forms have been received at the College, prior to the January 15 room reservation deadline.

Early acceptances are made with the understanding that the work of the senior year will continue to be of high quality.

Some applicants may be notified that the Committee on Admissions wishes to receive the first semester senior grades before making a decision. These will be deferred for consideration with the regular applicant group.

ADMISSION WITH ADVANCED STANDING

Sweet Briar welcomes applications each year from qualified students who wish to enter with advanced standing from other colleges or universities. Candidates should fulfill the requirements for admission to the freshman

class, including the Scholastic Aptitude Test but not the Achievement Tests of the College Entrance Examination Board, and should have completed at least one full semester of college work. They should present the following credentials to the Director of Admissions.

- a) An official transcript of secondary school records.
- b) An official transcript of record from the college attended.
- c) A catalog showing descriptions of the courses taken.
- d) A recommendation from the Dean or other official of the college, on a form to be supplied by Sweet Briar.

Notification of acceptance or rejection is sent to the applicant shortly after all credentials are complete.

Students who transfer to Sweet Briar from four-year or junior colleges accredited by their regional associations will receive tentative credit for courses in which a grade of C or better has been obtained and which satisfy the aims of liberal arts courses as interpreted at Sweet Briar College. Not more than 19 units, or 57 semester hours, from another institution will be allowed toward the 38 units or 114 semester hours required for the Sweet Briar degree. Courses offered to satisfy distribution requirements must conform in content to courses given at Sweet Briar. Confirmation of credit depends upon the quality of student's work in her first year at Sweet Briar.

Applicants for advanced standing from four-year or junior colleges not accredited by their regional associations should consult the Director of Admissions at Sweet Briar.

ADMISSION OF DAY STUDENTS

Applicants who live in the vicinity of Sweet Briar and who qualify for admission may enroll as day students.

OTHER ADMISSIONS

Early Admission

Candidates who wish to graduate early from secondary school will be considered for admission; they should present evidence of unusual academic performance and maturity.

Part-time Students

Part-time students are welcomed at Sweet Briar and are advised to apply to the Dean for information on courses offered. The fee for a course taken for academic credit, and for which the College will provide a record and grade report, will be based *pro rata* on the tuition charge to full-time students. Upon application and proof of need, a limited amount of financial aid is available for those unable to pay the full course fee. If the course is taken on an audit basis without academic credit, the fee will be \$60 per course per term for those under 65, \$15 for those over 65.

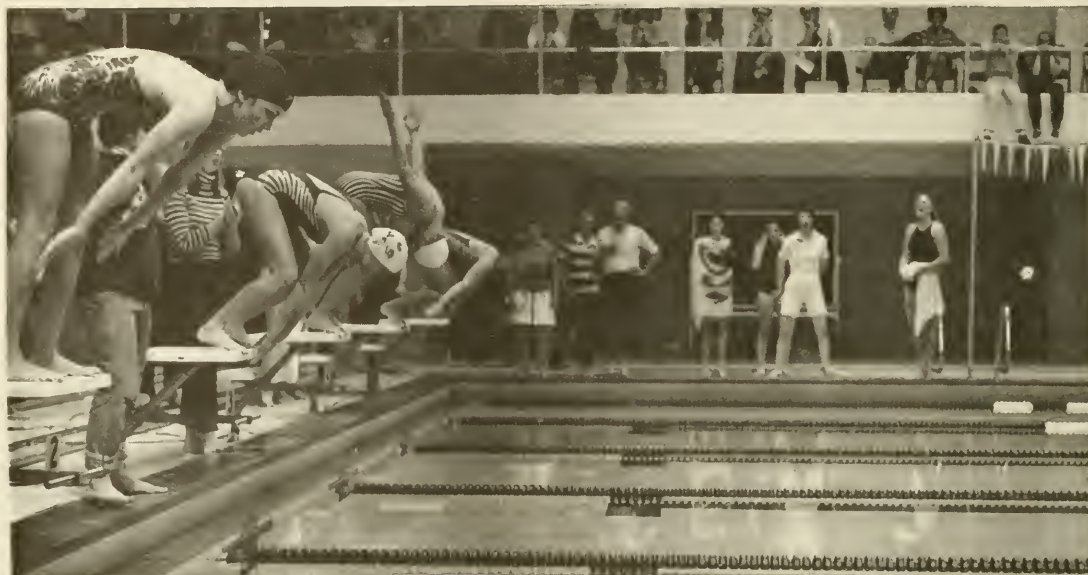
Continuing Education Program

Part-time students may take continuing education courses scheduled in the evening, Monday through Thursday, or regularly scheduled daytime courses, for credit or noncredit. A brochure describing the Continuing Education Program is available from Mr. Thomas C. Allen, Coordinator, Continuing Education Program, Fletcher 313, Sweet Briar College.

International Students

Sweet Briar welcomes a number of foreign students each year who are not necessarily candidates for the degree. They should make application to the Dean of the College before January 15 of the year in which they wish to enter. Each applicant should send a letter giving her plans for study in the United States and a transcript of her record or a detailed statement of her previous educational experience. A few scholarships are provided for such students.

Financial Aid



The purpose of the financial aid program at Sweet Briar College is to provide monetary assistance to students who have been admitted but who, without financial aid, would be unable to attend college. The College makes every effort to provide aid in the form of grants, loans, and campus employment opportunities to students who demonstrate need. Approximately 60 percent of the student body receives some kind of financial aid, and the average award, all factors considered, is \$4,700. Awards are made for one year and are subject to renewal if financial need and academic eligibility continue.

It is an honor to receive an award. The Committee on Financial Aid expects students receiving grant assistance from the College to maintain good academic standing.

FINANCIAL NEED

The Committee on Financial Aid calculates the amount of each student's award. Need is determined by a review of information submitted on the Financial Aid Form (FAF) of the College Scholarship Service and on the student's estimated yearly budget, which gives evidence of her willingness to assume some responsibility for her educational costs through savings, earnings, and loans.

OTHER REQUIREMENTS

All financial aid recipients are expected to apply for any state or federal grants for which they may be eligible, such as the Basic Educational Opportunity Grant, the Virginia Tuition Assistance Grant Program, and the Virginia College Scholarship Assistance Program. Eligible students may receive part of their aid from Sweet Briar through the federal Supplemental Educational Opportunity Grant Program.

Sweet Briar is a National Merit Scholarship sponsor and interested students are encouraged to investigate the National Merit program.

AWARDS FOR NEW STUDENTS

Awards for freshmen are based upon the criteria stated above. Freshmen applicants are expected to present a reasonable secondary school academic record.

Freshmen will be offered aid in the form of a grant and self-help package. A freshman may elect to earn part of the self-help portion of her award in a campus job, or she may borrow the full amount from one or more of the College's loan funds.

APPLICATION FOR AWARDS FOR NEW STUDENTS

Sweet Briar is a member of the College Scholarship Service of the College Entrance Examination Board. The participating colleges agree that financial aid should be awarded to students only after careful consideration of their financial need. Parents of entering students who wish to apply for aid must file a Financial Aid Form (FAF) supplied by the College Scholarship Service. This form may be obtained from the candidate's high school or from:

The College Scholarship Service
Box 176

Princeton, New Jersey 08540

or

Box 1501

Berkeley, California 94701

APPLICATION DEADLINES

Requests for financial aid forms should be made in time to file the application by *March 1* of the year of entrance. Forms will be sent only to registered candidates for admission.

Early Decision Candidates

Candidates applying under the Early Decision Plan must submit their applications by *November 15*. The FAF and the aid application will be sent from Sweet Briar upon request.

Advanced Standing Candidates

Students who enter with advanced standing are eligible for financial aid on the basis of demonstrated need and strong scholastic and personal credentials. Candidates should submit the FAF and an aid application to the Office of Financial Aid by *March 1* of the year of entrance.

NOTIFICATION OF AWARD

Applicants for financial aid who have been accepted for admission will be notified of the decision on their financial aid application as soon as possible after the receipt of the in-

formation requested above. The College reserves the right to adjust an aid offer if the student's financial situation is changed by an award received subsequently from outside sources or by a material improvement in the finances of the applicant or her family. Names of recipients and amounts of aid will not be announced publicly and all information supplied to the Financial Aid Office is confidential.

If the candidate enrolls at Sweet Briar, her parents are expected to submit a Xerox copy of their latest Federal Income Tax Return by June 1. They will receive an application requesting a certified copy from the IRS. Financial aid awards are not final until the IRS form is submitted.

AWARDS OFFERED

Alumnae Club Scholarships

Amherst, Va.

Baltimore, Md.

Southern California

The Allen Bagby McNeil Scholarship

Charlotte, N.C.

Charlottesville, Va.

Chattanooga, Tenn.

Chicago, Ill.

Cincinnati, Oh.

Colorado

So. Connecticut (Fairfield Co. Club)

Dallas, Tex.

The Sarah Adams Bush Scholarship

Georgia (Atlanta Club)

The Mary Clark Rogers Scholarship

Greensboro, N.C.

Houston, Tex

Indianapolis, Ind.

Long Island, N.Y.

Louisville, Ky.

Lynchburg, Va.

Minnesota

New England (Boston Club)

New York City, N.Y.

The Connie M. Guion Scholarship

Northern New Jersey

Peninsula of Virginia

Philadelphia, Pa.

Pittsburgh, Pa.

Princeton, N.J.
Richmond, Va.

*The Elizabeth Maury Valentine
Scholarship*
*The Eugenia Griffith Burnett
Scholarship*

Roanoke, Va.

Rochester, N.Y.

The Phoebe Peters Scholarship

St. Louis, Mo.

Tidewater (Norfolk Club)

The Sue Reid Slaughter Scholarship

Toledo, Oh.

Utica, N.Y.

Washington, D.C.

The Harriet Evans Wyckoff Scholarship
*The Vivienne Barkalow Hornbeck
Scholarship*
*The Washington Alumnae Club
Scholarship*

Westchester County, N.Y.

Wilmington, Del.

Language Tournament Awards

The College offers two awards of \$500 each to high ranking contestants (on level three or higher) in the contest conducted annually by the American Association of Teachers of French and German (AATF/AATG).

Sweet Briar Scholars

Each year the Committee on Admissions selects ten outstanding entering freshmen as Sweet Briar Scholars. These students receive a \$1,000 award and a \$150 textbook and supplies credit at the College Book Store. Candidates may be nominated by their high school or by Sweet Briar alumnae, and awards are made on the basis of academic achievement, community service, and personal qualifications without regard to financial need.

Virginia Science Talent Search

One award of \$200 is offered to a high-ranking competitor in the Virginia Science Talent Search.

AWARDS FOR INTERNATIONAL STUDENTS

Each year Sweet Briar offers financial aid, if resources are available, to a few students from other countries. These awards, based on demonstrated need, may be as large as the comprehensive fee (room, board, and tuition). The awards are provided by the College and by special gifts. An international student applicant must submit the Financial Aid Application for Students from Foreign Countries.

The following special awards are also available to international students:

The Martha Lucas Pate Scholarship. Established in 1969 by the Executive Board of the Alumnae Association to aid international students.

St. Andrews Scholarship. Since 1950, a full-expense grant has been offered annually to a student from the University of St. Andrews in Scotland.

Special French Scholar. A full-expense grant is offered to a French student recommended by the Sweet Briar Junior Year in France Program in Paris for study at Sweet Briar.

AWARDS FOR UPPERCLASSMEN

Financial Aid is available to upperclass students who establish financial need and maintain satisfactory academic standing (see page 120) and a good record of college citizenship. Aid is usually given as a combination of a grant from the College, a loan, and campus employment. The amount which a student is expected to earn during the school year is generally proportionate to the total need. Loans offered range between \$200 and \$1,500 (or more, in unusual circumstances) each year.

Application deadlines

Financial aid applications for currently enrolled students must include the Financial Aid Form (FAF) and the Sweet Briar application. These forms should be completed before *March 1*.

Honor Awards

The following upperclass honor awards are given each year (see page 109 for description):

The Alumna Daughter Scholarship
The Mary Kendrick Benedict Scholarship
The Juliet Halliburton Burnett Scholarship
The Manson Memorial Alumnae Scholarship
The Everingham Rickards and Captain
Garrett V.S. Rickards Memorial
Scholarship

Sweet Briar Scholars

Sweet Briar Scholars are named each year from the top-ranked students in each class. The award carries a \$1,000 grant and a \$150 academic supplies credit at the Book Shop. The Sweet Briar Scholars awards are based on merit alone, without regard to financial need.

SCHOLARSHIPS FROM SPECIAL GIFTS

The Cotillion Society of Cleveland offers a scholarship to an incoming freshman from the greater Cleveland area who has a good scholastic record and shows promise of achievement in college. Depending on need, the maximum award is \$1,000. The grant may be renewed if the student continues to qualify.

The Robin S. Cramer Memorial Scholarship was established by her parents, Mr. and Mrs. Ford Cramer, Jr., to provide an annual financial aid grant for an upperclass student who has established a distinguished academic record, with preference given to one who is active in the riding program at any level.

The Marie L. Rose Huguenot Scholarship makes available \$1,000 a year to students of Huguenot ancestry nominated by the College for award by the Huguenot Society of America. Special application forms are available from the College's Office of Financial Aid. The College is permitted to have two scholars per year.

The Frueauff Foundation Scholarship. Gift of the Frueauff Foundation, to be awarded to students with demonstrated financial need.

LOAN FUNDS

The College participates in the *National Direct Student Loan* program. Loans are determined on the basis of need as computed from the Financial Aid Form (FAF) of the College Scholarship Service.

The Mary and Lee Ashcraft Loan Fund, established through the gifts of Rebecca Ashcraft Warren, Class of 1926, and Mary Lee McGinnis McClain, Class of 1954, is available for loans to junior and senior students from the South.

The Sweet Briar College Loan Fund has been established by the College to assist deserving students to continue their education; it is available to students of all classes.

Students beyond the freshman level may apply for loans through the *United Student Aid Funds, Inc.* Application for a loan from this source must be filed through the Office of Financial Aid, but the loan is made by a participating bank in or near the home town of the applicant. Students may also apply to their local bank for a *Guaranteed Student Loan*.

Information concerning loans is available from the Office of Financial Aid.

STUDENT EMPLOYMENT

Campus employment opportunities are available to aid recipients through the College's Work-Study Program and Sweet Briar's Self-Help Program. Students not receiving aid may hold jobs under the Self-Help Program. Jobs are open to students in the library, in administrative and academic offices, in science and language laboratories, in the dining halls, as resident advisors, and elsewhere. Application for employment should be made to the Office of Financial Aid.

College Fees



Sweet Briar College has an endowment of just over \$19,900,000†, the income from which supplements the student fees to meet the College's operating costs. Additional financial support continues to be provided by gifts from alumnae and friends of Sweet Briar.

Schedule of Payments

Comprehensive Fee (full academic year)\$6,950

Includes tuition, board, and room. *Checks should be made payable to Sweet Briar College and sent to the Office of the Vice President and Treasurer in accordance with the following schedule:*

Reservation Fee\$300

This fee, due before April 7 (later per notice for new students), will be credited on first term fees and is refundable only if the student is declared by the Committee on Eligibility to be academically ineligible to return.

Balance due

Fall and winter term (by September 1)\$5,375

Spring term (by February 1)\$1,275*

Day Student Fees

Registration Fee, due April 7\$15

This fee is not refundable but will be credited on first-term fees.

Tuition, due September 1\$5,200

Fees must be paid promptly at the times specified in this catalog.

No place will be held for a student after September 1 if the fall and winter fees are not paid in full. No student may enter classes for the spring term unless the fees for that term have been paid in full.

The College reserves the right to change its fees at the end of any term, if conditions should make such a change necessary.

The catalog statement is considered sufficient notice of the time and terms of pay-

*The fee for a student who enters the college at the beginning of the spring term is \$3,475.

†Market Value

ment. Statements are sent, however, as reminders for the convenience of parents and guardians before each payment is due.

The College offers no spaced payment plan of its own. Tuition plans are available from many sources for those desiring to spread the expense over the educational period, or beyond. The plans usually include insurance protection against death or disability of the parent. As a convenience to parents, Sweet Briar has arranged with The Tuition Plan, Inc., of Concord, New Hampshire and The Richard C. Knight Agency of Boston to handle requests for deferred payments. Information about these plans is mailed to parents of all students.

Each student is entitled to one transcript of her college record; she will be charged \$2 for each additional copy.

A student who is in arrears to any department or enterprise of the College may not be permitted to take term examinations or to receive reports of grades, transcripts, or a diploma.

SPECIAL FEES

Statements will also be sent for the following special fees:

Graduation Fee	\$ 25
Music, applied, tuition	250
Use of practice room for piano or harpsichord	25
Use of practice room for all other instruments and voice	10
Use of organ for practice	50

Music Department facilities for practice are available for use by (1) students registered for credit or noncredit music courses in the Department of Music and (2) students preparing applied music placement auditions or other departmental auditions (with permission of the Music Department).

Books and Academic Supplies

These may be purchased at the Book Shop. The cost for any year will vary with the courses elected but in general it ranges between \$200 and \$250.

Health Center Charges

Each student is entitled to five days in the Health Center; additional time is charged for at the daily rate of \$5.00. An extra charge is made for medications and special examinations and for special nursing in cases of contagious or serious illness.

Student Activities Fund

This covers the annual dues of various student organizations and supports other student enterprises. By vote of the student body, a fee of \$60 is paid annually by every student. *Checks should be made payable to the Student Activities Fund and deposited on arrival with the treasurer of the Student Government Association.*

Room Deposit

Each student must deposit \$25 at the beginning of the school year, which will be refunded if her room is left in the same clean condition as when it was first occupied. Any charges for violations of decorating regulations or physical damage will be billed separately.

Other Fees

Each student must pay a \$15 fee covering dormitory and room keys, ID card, and dormitory dues. Upperclass students already possessing an ID card should deduct \$2 from this fee.

STUDENT ACCIDENT AND SICKNESS REIMBURSEMENT PLAN

The North America Insurance Company makes available for students an insurance policy covering any accident or illness requiring hospitalization. Details of this plan are included in a notice to parents from the insurance company. The purchase of this insurance is optional.

RIDING PROGRAM

Students who elect riding for credit in physical education will be charged for 25 rides per fall or spring term. Students may receive permission to keep their own horses at Sweet Briar if they agree to support the Riding Council policies and regulations and if they can demonstrate adequate riding ability at Sweet Briar. An entering student may apply for permission to bring a horse to Sweet Briar during the first part of the fall term. Application forms for this purpose may be obtained from the Director of Riding. The College reserves the right to refuse to accept or continue to keep in the stable any privately-owned horse. Rates for riding are as follows:

	<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
10 rides	\$—	\$ 65	\$—
15 rides	—	85	—
20 rides	—	95	—
25 rides	170	—	170
40 rides	70	—	270
65 rides	330	—	330
Rides in excess of the above contracted rates, per ride	7	7	7
Board for privately-owned horses, per month:			
Full Board	250	250	250
Down Board	190	190	190
(shoeing or veterinary service not included)			

RESPONSIBILITY FOR PROPERTY

Students will be fined for violation of decorating regulations and will be responsible for any damage to College property, beyond normal wear and tear, and a minimum charge of \$5.00 or the cost of repair, whichever is greater, will be assessed. Although Sweet Briar endeavors to protect the property of its students in the same manner as its own, it will not be responsible for the loss or damage of any personal property of any student. A lock-box or locking drawer and a key to her room are provided

for each student for the safekeeping of money and jewelry. Students may store their possessions at Sweet Briar during the summer in accordance with instructions specified by the College. Storage left for one year after departure will be subject to charge or disposal by the College.

REFUND POLICY

The college year is a financial as well as an educational unit. Since commitments with instructors and other arrangements for maintaining the College are made for the entire year in advance, no reduction or refund of the tuition fee, special fees, or room rent can be made in the case of withdrawal for any reason after payment of fees. A pro rata refund will be made in the case of a student declared academically ineligible to return by the Committee on Eligibility. No refund of any part of the fees will be made for the winter term for a student spending this period or a part of the period off campus.

Rebate for board is made only for withdrawal because of illness. Refunds are computed for a period of one month or more, from the time the formal notice and a doctor's certificate are received by the Office of Business Affairs. This computation does not include the Christmas and spring vacations, when the residence halls and dining rooms are closed.

A Tuition Refund Plan offered by A.W.G. Dewar, Inc., of Boston, Mass., is available to parents on a voluntary basis.

SPECIAL SERVICES

Campus Cashier

For the convenience of the College community, the Office of Business Affairs operates a cashier's window where personal checks are honored. This privilege may be forfeited if a check is returned for any reason. It is recommended that students open checking accounts with their home banks or with banks in Amherst.

Class of 1980

DEGREES CONFERRED, MAY 1980

Subhi Shahnaz Ali, *Dacca, Bangladesh*, cum laude, Distinction on the International Affairs Comprehensive

Angela Irene Anton, *Arlington Heights, Illinois*

Nancy Caroline Bade, *Victoria, Texas*

Michele Victoria Baruch, *New York City, New York*

Robin Lea Bayless, *Bellevue, Nebraska*

Allison Brandon Becker, *Austin, Texas*, magna cum laude

Maria Lisa Bianco, *McLean, Virginia*

Carolyn Jane Birbick, *Lincroft, New Jersey*

Matilda Shreve Bishop, *Boulder, Colorado*, Distinction on the Philosophy Comprehensive

Karen Fredonia Black, *Midland, Pennsylvania*, magna cum laude, Distinction on the Economics Comprehensive

Elisabeth Anderson Blair, *Wilson, North Carolina*

Susan Lynn Boline, *Fallbrook, California*

Debra Eleanore Book, *Arnold, Maryland*

Eithne Broderick, *Fort Lauderdale, Florida*

Mary Swift Calhoun, *Cornwall, Connecticut*

Mary Catherine Callahan, *Concord, Massachusetts*

Amy Holmes Campbell, *Lincoln, Nebraska*

Susan Marie Capozzoli, *East Greenwich, Rhode Island*

Lisa Carangelo, *Swampscott, Massachusetts*

Martha Carey, *Marblehead, Massachusetts*

Christina Carter, *Charlottesville, Virginia*

Martha Elizabeth Catron, *Vero Beach, Florida*

Jamila Hyder Champsi, *Tucson, Arizona*

Victoria Auten Clarendon, *New York City, New York*, Distinction on the International Affairs Comprehensive

Ellen Murphy Clement, *Gladstone, Virginia*, Distinction on the Biology Comprehensive

Margaret Ann Coffield, *Midland, Texas*

Helen Irene Compton, *Washington, D.C.*

Elizabeth Ann Connolly, *Newburyport, Massachusetts*

Gail Alison Coyne, *Madison, Wisconsin*

Anne Pegeen Cretzmeyer, *Philadelphia, Pennsylvania*, magna cum laude

Martha Brooks Cunningham, *Columbus, Georgia*

Amelia Lynn Dausman, *Oakton, Virginia*

Darla Davies, *Cincinnati, Ohio*

Jeannine Elise Davis, *Wayne, Pennsylvania*

Dianne Cherie Delledera, *Syracuse, New York*, cum laude, Distinction on the Economics Comprehensive

Claire Dennison, *Pecos, Texas*

Frances Diane Dilworth, *Sandia, Texas*, with Honors in Psychology

Cary Dollard, *Briarcliff Manor, New York*

Sally True Dow, *Haverford, Pennsylvania*

Tamara Susan Driskill, *Petersburg, Virginia*

Moiria Faye Erickson, *Bel Air, Maryland*, cum laude

Lisa Carr Faulkner, *Dar Es Salaam, Tanzania*

Mary Lawrence Finn, *Cincinnati, Ohio*, cum laude

Catherine Mary Flaherty, *Neenah, Wisconsin*

Carol Lee Foote, *Jacksonville, Florida*, magna cum laude, Distinction on the Economics Comprehensive

Carson Elisabeth Freemon, *New Bern, North Carolina*

Pamela Poinier French, *Gladwyne, Pennsylvania*, cum laude, Distinction on the Psychology Comprehensive

Martha Stewart Fruehauf, *Grosse Pointe, Michigan*

Ellie Kay Garner, *Valentines, Virginia*

Rebecca Anne Garrett, *Roanoke, Virginia*

Charlotte Persis Gay, *Richmond, Virginia*

Melissa Lynn Gentry, *Madison, Virginia*

Mary Jo Giambatista, *Syracuse, New York*

Jean Virginia Goulder, *Attleboro, Massachusetts*, cum laude

Sally Gray, *Gastonia, North Carolina*

Julia Bryan Grosvenor, *Memphis, Tennessee*

Susan Elizabeth Gundersen, *Sweet Briar, Virginia*, cum laude

Carolyn Patricia Hallahan, *Richmond, Virginia*

Elizabeth Marion Hogan, *Ridgefield, Connecticut*

Janet Louise Hughes, *Glen Summit, Pennsylvania*

Althea Bunting Hurt, *Charlottesville, Virginia*

Hollis Bibb Hutchens, *Huntsville, Alabama*

Nese Icgoren, *Keswick, Virginia*

Harriet Ann Ivey, *Pendleton, South Carolina*, cum laude

Kelly Jernigan, *Davidson, North Carolina*

Jana Ann Joustra, *Lockport, New York*, magna cum laude

Pamela Kobrock, *Bridgton, Maine*

Pamela Lynne Koehler, *Moorestown, New Jersey*

Patricia Lynn Lawrence, *Matthews, North Carolina*

Pamela Elizabeth Leuzinger, *Riverton, New Jersey*

Patricia Lynn Longest, *Crozier, Virginia*



Sharmini Jayaratnam Luther, *Jaffna, Sri Lanka*, summa cum laude, with High Honors in English and Distinction on the English Comprehensive

Martha Elizabeth McCaleb, *Huntsville, Alabama*, cum laude

Frances Marshall McClung, *Salem, Virginia*, magna cum laude

Wanda Lee McGill, *South Portland, Main*

Elizabeth McSween, *Alexandria, Louisiana*

Catherine Lotterhos Mills, *Jackson, Mississippi*, cum laude

Myth Jeanette Monnich, *Dallas, Texas*

Patricia Anne Moynahan, *New York City, New York*, cum laude

Cathy Ann Nausch, *Ridgewood, New Jersey*

Virginia Ruth Neilson, *Tuscaloosa, Alabama*, magna cum laude, Distinction on the

Political Economy Comprehensive

Laurie Joan Newman, *Dalton, Pennsylvania*, Distinction on the Anthropology-Sociology Comprehensive

Marla Lynn Pinaire, *Prospect, Kentucky*, Distinction on the Economics Comprehensive

Katharine Tinsley Place, *Scottsville, Virginia*, magna cum laude, with Highest Honors in English and Creative Writing

Susan Randolph Posey, *La Plata, Maryland*

Florence Annette Powell, *Johnson City, Tennessee*, magna cum laude, with High Honors in Government and Economics and Distinction on the Government Comprehensive

Emily Howard Quinn, *Longmeadow, Massachusetts*

Sandra Maria Rappaccioli McGregor, *Managua, Nicaragua*

Ann Taylor Rockwell, *Dayton, Ohio*

Frances Anne Root, *Wilton, Connecticut*

Florence Chancellor Rowe, *Fredericksburg, Virginia*

Toni Marisa Santangelo, *Harrison, New York*

Elizabeth Anne Schneider, *Greenwich, Connecticut*

Anne Deborah Secor, *Wilmington, Delaware*

Lillian Ferguson Sinks, *Washington, D.C.*

Julie Ann Smith, *Hamilton, Ohio*

Jill Benham Steenhuis, *Atlanta, Georgia*

Susan Stetson, *Portland, Maine*

Cynthia Polk Stover, *Sherborn, Massachusetts*

Mary Elisa Sturkie, *Marietta, Georgia*

Kristine Starr Summerill, *Toms River, New Jersey*

Elizabeth Brown Swearingen, *Louisville, Kentucky*

Elizabeth Elena Talbot, *Virginia Beach, Virginia*, Distinction on the Anthropology-Sociology Comprehensive

Katherine Love Taylor, *Huntsville, Alabama*

Lynda Russell Thayer, *Chestnut Hill, Massachusetts*

Cari Mavis Thompson, *New Vernon, New Jersey*

Catherine Kimberly Tucker, *Oklahoma*, summa cum laude, with Highest Honors in Theatre Arts

Ann Nelson Vandersyde, *Virginia Beach, Virginia*, cum laude

Heidi Howard Van Patten, *Virginia Beach, Virginia*

Joanne Louise Vitt, *Larchmont, New York*

Mary Elizabeth Walch, *Escanaba, Michigan*, magna cum laude

Elisabeth Bethea Ward, *New Orleans, Louisiana*, summa cum laude

Phyllis Cary Watt, *Lexington, Virginia*, magna cum laude

Jeanne Savage Weaver, *Madison, Connecticut*

Julie Drennen Webb, *Washington, D.C.*

Barbara Lynn Wesley, *Winston-Salem, North Carolina*

Pamela Anne Willett, *Moorestown, New Jersey*

Leslie Vivien Williams, *Fort Worth, Texas*

Carol Williamson, *Greenville, Alabama*

Swee Lan Wong, *Kuala Lumpur, Malaysia*, magna cum laude, Distinction on the Economics Comprehensive

Anne Brandon Wood, *Anchorage, Kentucky*, magna cum laude, Distinction on the Psychology Comprehensive

Kimberly Merin Wood, *Boxford, Massachusetts*

Mary Jane Young, *Edmonton, Kentucky*

Fannie Cooper Zollicoffer, *Henderson, North Carolina*

Honors Awarded, 1979-80

Phi Beta Kappa

Class of 1980

Allison Brandon Becker
Karen Fredonia Black
Anne Pegeen Cretzmeyer
Carol Lee Foote
Harriet Ann Ivey
Jana Ann Joustra
Sharmini Jayaratnam
Luther
Frances Marshall McClung
Virginia Ruth Neilson
Katharine Tinsley Place
Florence Annette Powell
Catherine Kimberly Tucker
Mary Elizabeth Walch
Elisabeth Bethea Ward
Phyllis Cary Watt
Swee Lan Wong
Anne Brandon Wood

Class of 1981

Susan Page Richeson

Emilie Watts McVea Scholar

Catherine Kimberly Tucker, 1980
Susan Page Richeson, 1981
Wai Chee Yee, 1982

Connie M. Guion Award

Nancy Caroline Bade, 1980

Penelope Czarra Award

Frances Marshall McClung, 1980

Alumna Daughter Scholarship

Frances Marshall McClung, 1980

Mary Kendrick Benedict Scholarship

Florence Annette Powell, 1980

Marcia Capron Award

Fannie Cooper Zollicoffer, 1980

L'Alliance Francaise de Lynchburg

Elizabeth Ann Connolly, 1980

Manson Memorial Alumnae Scholarship

Virginia Ruth Neilson, 1980

Helen K. Mull Graduate Fellowship in Psychology

Cathy Ann Nausch, 1980

Lawrence Nelson Award

Sharmini Jayaratnam Luther, 1980

Everingham Rickards and Captain Garrett V.S. Rickards Memorial Scholarship

Wai Chee Yee

Martha von Briesen Prize in Photography

Leigh Woolverton*

Wall Street Journal Award

Marla Lynn Pinaire

Freshman Honor List

Class of 1983

Sarah Garland Babcock
Amanda Ann Beauchemin
Amy Linda Boyce
Joanne Carol Brant
Nancy Ann Butler
Claire Marie Cieszko
Elizabeth Blair Clark
Sarah Ward Edmunds
Stephanie Jane Frantz
Elizabeth Anne Glenn
Carolyn Rutherford Hall
Tammi Harriet Huggins
Wylie McCullough Jameson
Bridget O'Reilly
Melissa Jo Pruyn
Helen Therese Robinson
Lisa Marie Rogness
Tracy Elizabeth Stafford
Mary Warren Ware

*Awarded posthumously

Junior Honor List

Class of 1981

Browning Lee Augustine
Charla Ann Borchers
Julia Bryan Brooke
Sigrid Irene Carlen
Olivia Anne Chaplin
Sophia Godwin Taliaferro
Crysler
Lynn Marie Danesi
Clair Christian Falcon
Pamela Quinn Fokes
Nancy Lynne Golden
Susan Alexandra Graham
Anne Fowler Grosvenor
Nancy Campbell Hagan
Nancy Wright Hanger
Mary Hope Keating
Karol Ann Lawson
Kathryn Sherby Levi
Jane Garner Losse
Carmini Jayaratnam Luther
Patricia Anne Moynahan*
Jamie Susan Planck
Randa Jamal Richani
Susan Page Richeson
Molly Harrison Rogers
Anne Elise Sargeant
Margaret Lynn Walz
Marlene Gamboa Weber
Swee Lan Wong*

Sweet Briar Scholars

Class of 1981

Browning Lee Augustine
Julia Bryan Brooke

Sophia Godwin Taliaferro
Crysler
Lynn Marie Danesi
Kathryn Louise Friend
Christine Judith Gilbride
Anne Fowler Grosvenor
Kathryn Sherby Levi
Jamie Susan Planck
Susan Page Richeson
Anne Elise Sargeant
Margaret Lynn Walz
Marlene Gamboa Weber

Class of 1982

Mary Molyneux Abrams
Ethel Hunter Ogden Burwell
Anne Venable Edmunds
Deborah Renee Harvey
Lizbeth Lynn Kauffman
Patti Hughes Snodgrass
Dolores Irene Teeter
Martha Louise Tisdale
Grace Louise Tredwell
Wai Chee Yee

Class of 1983

Sarah Garland Babcock
Amanda Ann Beauchemin
Nancy Ann Butler
Elizabeth Blair Clark
Sarah Ward Edmunds
Stephanie Jane Frantz
Elizabeth Anne Glenn
Carolyn Rutherford Hall
Grayson Lauck Harris
Melissa Jo Pruyn
Helen Therese Robinson
Lisa Marie Rogness

Class of 1984

Wanda Louise Burley
Susan Lynne Dickinson
Kelly Elaine Graham
Carla Louise Henson
Katherine Margaret Hoffner
Louise Hollis Jones
Annelies Terese Kelly
Virginia Dorsey Lynch
Louise Avonia Seymour
Kathryn Elizabeth Yeager

Advanced Standing

Martha Ann Kelley

*Graduated, 1980

Students Not in Residence

FALL TERM 1980

ATHENS, GA.:

University of Georgia
Frances Ruth Fowler, 1982

HEIDELBERG:

Heidelberg College,
Germany
Rachel Harriet Giles, 1982

LEXINGTON, VA.:

Washington and Lee
University
Patricia Anne Mathews, 1981
Elizabeth Townsend Winson,
1981

LONDON:

Hollins Abroad Program
Ann Morton Young, 1982

STRASBOURG:

Syracuse University
Semester in France
Betsy Fisher Bell, 1982
Martha Lynne Corretti, 1982
Sally Ann Shapard, 1982

WASHINGTON, D.C.:

American University
Washington Semester
Program
Mary Ames Booker, 1982
Carrie Comly Montague, 1982

WOODS HOLE, MA.:

Sea Education Association
Semester at Woods Hole
Lisa Burke Laubach, 1982

SPRING TERM 1981

ASHLAND, VA.:

Randolph Macon College
Sylvia Diana Hossain, 1982

LONDON:

Hollins Abroad Program
Mildred Diana Dunaway, 1982
Nancy Lane Trimble, 1982

PARIS:

Hollins Abroad Program
Jana Lee Portman 1982

ACADEMIC YEAR 1980-81

ABERDEEN:

University of Aberdeen,
Scotland
Hesterly Black, 1982

EXETER:

University of Exeter,
England
Betty Hamilton Hull, 1982
Suanne Tremaine Huskey,
1982
Martha Louise Tisdale, 1982

FLORENCE:

Syracuse University Pro-
gram in Italy
Consuelo Michelle Martinez,
1982

HEIDELBERG:

Heidelberg College,
Germany
Lynn Rosmarie Hanna, 1982
Kim Eileen Mueller, 1982

LANCASTER:

Beaver College Program in
England
Danielle Erika Bielenstein,
1982
Harleigh M. Chalmers, 1982

LEXINGTON, VA.:

Washington and Lee
University
Elizabeth Ashworth Kyle, 1982
Victoria Yates Lee, 1982

LONDON:

Syracuse University Pro-
gram in England
Rosemary Clare Hardy, 1982

PARIS:

Sweet Briar Junior Year in
France
Linda Susan Barrow, 1982
Mary Ruffin Clarkson, 1982
Lucie Howard Stephens, 1982
Dolores Irene Teeter, 1982

READING:

Randolph-Macon Woman's
College Program in
England
Alice Elizabeth Keyes, 1982

ST. ANDREWS:

University of St. Andrews,
Scotland
Anne Venable Edmunds, 1982
Grace Louise Tredwell, 1982

SEVILLA:

University of North Carolina
Year-at-Sevilla, Spain
Patricia Jane Whelan, 1982

SOUTHAMPTON:

University of Southamp-
ton, England
Lizbeth Lynn Kauffman, 1982

Geographic Distribution

ENROLLMENT SUMMARY 1979-80

Central		South		Other Countries	
Illinois	12	Alabama	24	Bangladesh	1
Indiana	3	Arkansas	1	Canada	2
Kansas	2	Florida	26	England	1
Michigan	5	Georgia	36	France	2
Minnesota	1	Kentucky	14	Germany	1
Missouri	4	Louisiana	5	Jordan	1
Nebraska	5	Mississippi	4	Malaysia	1
Ohio	28	North Carolina	36	Mexico	1
Oklahoma	1	South Carolina	12	The Netherlands	2
West Virginia	6	Tennessee	11	Nicaragua	1
Wisconsin	3	Texas	30	Nigeria	1
	70	Virginia	131	Panama	1
			330	Peru	1
				Philippines	1
				Puerto Rico	1
				Scotland	1
				Sri Lanka	2
				United Arab Emirates	1
				Uruguay, S.A.	1
				Venezuela	1
					24

Northeast		West		Enrollment Summary	
Connecticut	25	Arizona	1	Seniors	122
Delaware	4	California	10	Juniors	117
Washington, D.C.	10	Colorado	5	Sophomores	193
Maine	7	Montana	1	Freshmen	204
Maryland	25	New Mexico	4	Unclassified	7
Massachusetts	24	Utah	1	Part-time students	10
New Jersey	41	Washington	1		653
New York	59		23	In residence	653
Pennsylvania	41			Students not in residence	41
Rhode Island	2				694
Vermont	3				
	241				

Directors and Overseers

BOARD OF DIRECTORS

Sweet Briar Institute was incorporated as a non-stock corporation by Act of the General Assembly of Virginia approved February 9, 1901. The affairs of the College are managed by a self-perpetuating Board of Directors consisting of seven members elected annually at the spring meeting of the board.

Directors 1980-81

J. Bruce Bredin

Chairman

Wilmington, Delaware

Victor W. Henningsen, Jr., B.A.

Vice Chairman

Pelham Manor, New York

Dale Hutter Harris, J.D.

Secretary

Lynchburg, Virginia

Jane Roseberry Ewald, A.B.

Charlottesville, Virginia

Sarah Belk Gambrell, A.B.

New York, New York

C. Wrede Petersmeyer, M.B.A.

Bronxville, New York

Elias Richards, III, LL.B.

Lynchburg, Virginia

Executive Committee

Mr. Bredin

Chairman

Mrs. Harris

Mr. Henningsen

BOARD OF OVERSEERS

Established in May 1927, the Board of Overseers is composed of the seven Directors, the president of the College, and additional members elected by

the Directors for four year terms. At least four of the Overseers must be alumnae of the College; two other alumnae members are chosen from successive graduating classes, one per class, to serve for three-year terms. Members may serve for two consecutive terms.

The Chairman of the Board and the president of the College are *ex-officio* members of all committees of the Board of Overseers.

Term Expires

1981 Sarah Adams Bush, A.B.
Dallas Texas

W. Ford Cramer, B.A.
Westport, Connecticut

Richard H. Dilworth, B.A.
Richmond, Virginia

Preston Hodges Hill,
A.B.
Denver, Colorado

Catherine Green Taylor,
A.B.
Winston-Salem, North
Carolina

M. Elizabeth Tidball,
Ph.D.
Washington, D.C.

1982 Alice Cary Brown, A.B.
Prospect, Kentucky

Rodger W. Fauber, M.A.
Lynchburg, Virginia

Mary Lawrence Harris,
A.B.
Charlottesville, Virginia

Joseph C. Knakal, Jr.,
LL.B.
Lynchburg, Virginia

Joseph D. Landen,
LL.B.
Cincinnati, Ohio

Cornelius W. Pettinga,
Ph.D.
Indianapolis, Indiana

John B. Rogan
Charlottesville, Virginia

1983 Sally Fishburn Fulton,
A.B.
Roanoke, Virginia

Frances Marshall Mc-
Clung, A.B.
Falls Church, Virginia

Catherine Cox Reynolds,
A.B.
West Hartford, Connec-
ticut

1984 Sarah Porter Boehmler,
A.B.
New York, New York

Judith Sorley Chalmers,
A.B.
Short Hills, New Jersey

Clement E. Conger, B.A.
Washington, D.C.

Joseph H. Davenport,
Jr., B.A.
Chattanooga, Tennessee

George T. Harrison, B.S.
Baltimore, Maryland

Margaret Sheffield Mar-
tin, A.B.
Atlanta, Georgia

Ex-Officio

Harold B. Whiteman, Jr.,
Ph.D.
President of the College

Gwen Speel Kaplan, A.B.
*President, Alumnae
Association*

Alumnae Association

Sweet Briar has a very active Alumnae Association whose members are graduates and former students of the College. Through this organization, alumnae support the interests of Sweet Briar College and its students and faculty, and maintain friendships formed in college. Many alumnae return in the fall for Alumnae Council, and in the spring for a gala reunion weekend.

Alumnae are represented on the Sweet Briar College Board of Overseers by the president of the Alumnae Association, who is an *ex-officio* member of the Board, and four alumnae members, who are nominated by the Association.

The policies and programs of the Alumnae Association are determined by an executive board, comprised of officers, regional chairmen, chairmen of standing committees, members-at-large, and the alumnae members of the Board of Overseers. The Association, in cooperation with the College, maintains the Alumnae Office at Sweet Briar and is represented there by the Director of the Alumnae Association.

EXECUTIVE BOARD

President

Mrs. Gerald P. Kaplan
(Gwen Speel '60)
201 Branch Brook Rd.,
Wilton, Conn. 06897

First Vice President

Mrs. Alexander C. McLeod
(Dorothy Woods '58)
203 Evelyn Ave., "Tayburn,"
Nashville, Tenn. 37205

Second Vice President

Mrs. Thomas N. Connors
(Jocelyn Palmer '62)
Windsong Farm
Rt. 7, Box 109-B
Roanoke, Va. 24018

Secretary

Mrs. H. Blair Farinholt
(Tabb Thornton '59)
"Fair Point"
Ware Neck, Va. 23178

Alumnae Fund Chairman

Mrs. Charles L. Cansler, Jr.
(Suzanne Jones '63)
3729 Templeton Pl.,
Alexandria, Va. 22304

Alumnae Representatives Chairman

Mrs. H. Hiter Harris
(Elizabeth Trueheart '49)
72 Westham Green
300 Ridge Road
Richmond, Va. 23229

Bulb Project Chairman

Miss Courtney B. Stevenson '66
5814 Hillburne Way
Chevy Chase, Md. 20015

Career Planning Chairman

Mrs. John L. Root
(Mary Ann Mellen '53)
5047 Mt. Vernon Way
Atlanta, Ga. 30338

Continuing Education Chairman

Mrs. Elizabeth M. Appel
(Elizabeth McGuire '64)
1505 Andover Rd.
Charlotte, N.C. 28211

Financial Aid Chairman

Mrs. William A. White, Jr.
(Elizabeth Smith '59)
1515 Scotland Ave.
Charlotte, N.C. 28207

Finance Committee Chairman

Mrs. John E. McDonald, Jr.
(Mary K. Lee '65)
2108 Stuart Ave.
Richmond, Va. 23220

Planned Giving Chairman

Mrs. James A. Glascock, Jr.
(Adelaide Boze '40)
307 Forest Drive
Short Hills, N.J. 07078

Public Relations Chairman

Mrs. Lewis M. Borden
(Jane Merkle '65)
2830 East 7th Ave.
Denver, Colo. 80206

Nominating Chairman

Mrs. William W. Crowds, II
(Nannette McBurney '57)
805 Longwood Dr.
Lake Forest, Ill. 60045

REGIONAL CHAIRMEN AND MEMBERS-AT-LARGE

Miss Andrey T. Betts '45

2203 Carlisle Road
Greensboro, N.C. 27408

Mrs. Robert K. Bingham

(Anne Carr '67)
9 Hereford St.
Boston, Mass. 02115

Mrs. Lawrence H. Bloom

(Ann Young '59)
283 Hathaway Lane
Wynnewood, Pa. 19096

Mrs. J. Armistead Burwell

(Ethel Ogden '58)
285 McMillan Road
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48236

Miss Katherine Grones '79

2215-C Kilborn Dr.
Charlotte, N.C. 28205

Miss Melissa Lyn Gentry '80

Walnut Hill Farms
SR 3, Box 344
Madison, Va. 22727

Mrs. J. Davis Hamlin

(Maud Winborne Leigh '58)
3412 Southwestern
Dallas, Tex. 75225

Mrs. Gordon E. Mallett

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60 Raintree Dr.
Zionsville, Ind. 46077

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(Julia Gray Saunders '39)
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Richmond, Va. 23221

Mrs. H. Taylor Morrisette
(Vaughan Inge '54)
5825 Fairfax Rd.
Mobile, Ala. 36608

Mrs. Richard R. Treadwell
(Patronella Sykes '58)
P.O. Box 1017
Ross, Cal. 94957

Mrs. James A. Wright, III
(Joan Broman '56)
5505 S.W. 100th St.
Miami, Fla. 33156

Ex-Officio

Golden Stairs Chairman

Mrs. Michael Wilder
(Patricia Calkins '63)
1800 Strong Rd.
Victor, N.Y. 14564

Boxwood Circle Chairman

Mrs. John E. Neill
(Mary Elizabeth Doucett '41)
210 Maples Rd.
Southern Pines, N.C. 28387

Editor, Alumnae Magazine

Mrs. Lewis Booker
(Catharine Fitzgerald '47)
114 W. Hadley Rd.
Dayton, Ohio 45419

Director of the Alumnae Association

Mrs. Bernard L. Reams
(Ann Morrison '42)
Sweet Briar, Va. 24595

ALUMNAE MEMBERS, BOARD OF DIRECTORS AND OVERSEERS

Mrs. Erwin W. Boehmler
(Sarah Porter '65)
15 West 75th Street
New York, N.Y. 10023

Mrs. W.L. Lyons Brown, Jr.
(Alice Cary Farmer '59)
Fincastle
Prospect, Ky. 40059

Mrs. Robert S. Bush
(Sarah Adams '43)
3709 Caruth Blvd.
Dallas, Tex. 75225

Mrs. Douglas A.S. Chalmers
(Judith Sorley '59)
29 Marion Ave.
Short Hills, N.J. 07078

Mrs. John A. Ewald, Jr.
(Jane Roseberry '52)
Verulam Farm
RFD 3, P.O. Box 107
Charlottesville, Va. 22901

Mrs. George H. Fulton, Jr.
(Sally Fishburn '52)
Hunting Hills
5091 Crossbow Circle
Roanoke, Va. 24014

Mrs. Charles G. Gambrell
(Sarah Belk '39)
580 Park Ave.
New York, N.Y. 10021

Mrs. Edward R. Harris, Jr.
(Dale Hutter '53)
1309 Crenshaw Court
Lynchburg, Va. 24503

Ms. Mary L. Harris '79
1800 Jefferson Park Ave., Apt. 702
Charlottesville, Va. 22903

Mrs. Eugene D. Hill, Jr.
(Preston Hodges '49)
3910 S. Hillcrest Dr.
Denver, Colo. 80237

Mrs. George P. Kaplan (ex-officio)
(Gwen Speel '60)
201 Branch Brook Rd.
Wilton, Ct. 06897

Mrs. Thomas E. Martin, Jr.
(Margaret Sheffield '48)
700 Fairfield Rd., N.W.
Atlanta, Ga. 30327

Ms. Frances M. McClung '80
1204 W. Skyline House
3713 S. George Mason Dr.
Falls Church, Va. 22041

Mrs. Philip R. Reynolds
(Catherine Cox '49)
43 Montclair Drive
West Hartford, Conn. 06107

Ms. Catherine G. Taylor '78
2566 Warwick Rd.
Winston-Salem, N.C. 27104

ALUMNAE CLUBS

Alumnae Clubs, located in cities throughout the country, have not only a social function but support the College in many ways, providing funds for scholarships, informing prospective students about the College, and involving alumnae with College programs and concerns. Clubs and individual alumnae participate in the Friends of Art and the Friends of the Library at Sweet Briar. Most clubs celebrate Sweet Briar Day once a year, usually in December.

Sweet Briar alumnae clubs are located in the areas listed below. Names and addresses of club presidents may be obtained from the Alumnae Office at Sweet Briar. In addition, Key Alumnae are located in 34 areas where there are no clubs.

Albany-Schenectady-Troy, N.Y.
Amherst, Virginia
Atlanta, Georgia
Austin, Texas
Baltimore, Maryland
Baton Rouge, Louisiana
Birmingham, Alabama
Boston, Massachusetts
Charleston, South Carolina
Charlotte, North Carolina
Chicago, Illinois
Cincinnati, Ohio
Cleveland, Ohio
Columbia, South Carolina
Dallas, Texas
Denver, Colorado
Fairfield County, Connecticut
Greensboro, North Carolina
Greenville, South Carolina
Houston, Texas
Huntsville, Alabama
Indianapolis, Indiana

Jacksonville, Florida
 Lexington, Kentucky
 Louisville, Kentucky
 Lynchburg, Virginia
 Miami, Florida
 Montgomery, Alabama
 Nashville, Tennessee
 New Orleans, Louisiana
 New York, New York
 Northern New Jersey
 Peninsula of Virginia
 Philadelphia, Pennsylvania
 Phoenix, Arizona
 Pittsburgh, Pennsylvania
 Princeton, New Jersey
 Richmond, Virginia
 Roanoke Valley, Virginia
 Rochester, New York
 San Antonio, Texas
 San Diego, California
 San Francisco Bay,
 California
 Savannah, Georgia
 Seattle, Washington
 Southern California
 St. Louis, Missouri
 The Hunt Country Chapter,
 Virginia
 Tidewater, Virginia
 Toledo, Ohio
 Washington, D.C.
 Wilmington, Delaware
 Winston-Salem, North
 Carolina

ALUMNAE REPRESENTATIVES ON ADMISSIONS

Sweet Briar alumnae cooperate with the Committee on Admissions by meeting and talking with prospective students, providing information about the College to potential students, parents, and guidance counselors, and representing the College at schools and at prospective student conferences. The area chairmen listed below are

prepared to give information about admissions, scholarships, and academic and student life.

Area Chairmen

ALABAMA

ANNISTON:

Mrs. Clare H. Draper, III
 601 Hillyer High Rd. 36201
 205-236-5739

BIRMINGHAM:

Mrs. E. Duncan Hamilton
 815 Essex Rd. 35222
 205-592-3114

HUNTSVILLE:

Mrs. James M. Segrest
 7406 Atwood Dr., S.E. 35802
 205-883-7081

MOBILE:

Mrs. H. Taylor Morrisette
 5825 Fairfax Rd. 36608
 205-342-8623

MONTGOMERY:

Mrs. Turner C. Seale
 2082 Myrtlewood Dr. 36111
 205-264-4886

ARIZONA

PHOENIX:

Mrs. James E. Meyer
 6200 E. Redwing
 Paradise Valley 85253
 602-948-7077

ARKANSAS

EARLE:

Miss Sallie Hill Bernard
 Bernard Farms 72331
 501-792-8820

LITTLE ROCK:

Mrs. Clay F. Dodson, Jr.
 Rt. 3, Box 372 72211
 501-821-2400

TEXARKANA:

Mrs. Kenneth Dickey
 306 East 19th St. 75502
 501-774-6816

CALIFORNIA

LOS ANGELES:

Mrs. Charles Nager, Jr.
 1612 Chelsea Rd.
 Palos Verdes Est. 90274
 213-373-2875

SAN DIEGO:

Mrs. William R. Thomas, II
 4446 Ampudia St. 92103
 714-295-7292

SAN FRANCISCO:

Mrs. Richard R. Treadwell
 P.O. Box 1017, Ross 94957
 415-456-8077

COLORADO

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Mrs. Lewis M. Borden
 2830 East 7th Ave. 80206
 303-388-8850

CONNECTICUT

FAIRFIELD COUNTY:

Mrs. Jeffrey Hemmings
 Echo Hill Rd.
 New Canaan 06840

203-966-5590

NORTHERN:

Mrs. Robert N. Schmalz
 110 Linden St.
 New Haven 06511
 203-562-7233

DELAWARE

WILMINGTON:

Mrs. Robert J. Donaghy, Jr.
 100 Oxford Pl., Alapocas 19803
 302-652-2522

DISTRICT OF COLUMBIA AND VICINITY

Mrs. David Lambert
 4819 Alton Pl., N.W.
 Washington, D.C. 20016
 202-686-1470

FLORIDA

JACKSONVILLE

Mrs. Linda O. Lanahan
 988 Birdwood Dr., So.
 Orange Park 32073
 904-264-4935

MIAMI:

Mrs. James A. Wright, III
 5505 S.W. 100th St. 33156
 305-666-9815

ORLANDO:

Mrs. Edward M. Sigler
 1401 Lakeview Ave.
 Eustis 32726
 904-357-2338

ST. PETERSBURG:

Mrs. William W.W. Knight
 100 Bay Point Dr. 33704
 813-894-3313

TALLAHASSEE:

Mrs. Archibald L. Watkins
1538 Lee Ave. 32303
904-224-1394

TAMPA:

Mrs. Marvin E. Essrig
1013 Frankland Rd. 33609
813-253-5910

GEORGIA**ATLANTA:**

Mrs. William Davis Hewitt
3311 Wood Valley Rd., N.W.
30327

404-231-0334

AUGUSTA:

Mrs. Arthur L. Humphries, Jr.
2908 Lombardy Ct. 30904
404-733-6198

COLUMBUS:

Mrs. John W. Springer
1911 N. Dixon Dr. 31906
404-322-3523

MACON:

Mrs. G. Paul Jones, Jr.
6296 Old Forsyth Rd. 31210
912-477-2943

SAVANNAH:

Mrs. J. Laurence Dunn
9 W. Charlton St. 31401
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HAWAII**HONOLULU:**

Mrs. Willard F. Beard
1340 Molehu Dr. 96818
808-422-0633

ILLINOIS**CHICAGO:**

Mrs. Jeffrey A. Riemer
2230 Pioneer Rd.
Evanston 60201

312-328-4850

O'FALLON:

Mrs. C.E. Coopridge
22 Brandonwood Dr. 62269

INDIANA**INDIANAPOLIS:**

Mrs. Gordon E. Mallett
60 Raintree Dr.
Zionsville 46077
317-873-2009

KANSAS**DODGE CITY:**

Mrs. H. Hampton Smith, Jr.
1104 Shira St. 67801
316-227-6717

KENTUCKY**LEXINGTON:**

Mrs. Merle Butterick
344 Redding Rd. 40502
606-272-0130

LOUISVILLE:

Miss Elizabeth B. Gorin
430 Twinbrook Rd. 40207
502-896-8710

LOUISIANA**BATON ROUGE:**

Mrs. John L. Constantine
915 Drehr Ave. 70806
504-387-1013

NEW ORLEANS:

Mrs. Gregory F. Gambel
216 Betz Place
Metairie 70005
504-834-0838

SHREVEPORT:

Mrs. Richard Williams
2437 Fairfield Ave. 71104
318-226-0190

MAINE**FALMOUTH:**

Mrs. Emerson H. Drake
175 Foreside Rd. 04105
207-781-5171

MARYLAND**BALTIMORE:**

Mrs. Gilbert C. Hooper, Jr.
3 Ruxlea Ct. 20204
301-321-9696

Mrs. Herbert MacLea

29 Murray Hill Cir. 21212
301-377-5210

MASSACHUSETTS**BOSTON:**

Mrs. Robert Gilpin
170 Centre St.
Milton Academy
Milton 02186
617-696-6297

MICHIGAN**GROSSE POINTE:**

Mrs. J. Armistead Burwell
285 McMillan Rd. 48236
313-881-3407

MINNESOTA**MINNEAPOLIS:**

Miss Tricia Hammer
5230 W. 102nd St. #105 55437
612-831-0740

MISSISSIPPI**CLARKSDALE:**

Mrs. David Mullens
Ridgecrest Lane 38614
601-624-9684

JACKSON:

Mrs. Charles L. Neill
451 Glenway 39216
601-366-3855

MISSOURI**KANSAS CITY:**

Mrs. Edward W. Mullen
6325 Valley Rd. 64113
816-361-4614

ST. LOUIS:

Miss Becky Mulvihill
1132 Hampton Park Dr. 63117
314-647-2211

MONTANA**GREAT FALLS:**

Mrs. Jerry Johnson
108 Riverview #5 East 59404
406-454-1292

NEW JERSEY**NORTHERN NEW JERSEY:**

Mrs. Thomas A. St. John
13 Inwood Rd.
Essex Fells 07021

201-228-1984

PRINCETON:

Mrs. Jotham Johnson
Box 12, Rt. 518
Blawenburg 08504
609-466-1862

NEW MEXICO**ALBUQUERQUE:**

Mrs. Philip T. Kennon
6208 Alta Monte Ave., N.E.
87110
505-881-8185

NEW YORK**BINGHAMTON:**

Mrs. Robert B. DeMartine
11 Johnson Ave. 13905
607-722-8967

LONG ISLAND:

Ms. Suzanne Bassewitz
30 Stoner Ave., Apt. 20
Great Neck 11021
516-466-5657

NEW YORK CITY:

Miss Lola Brock
240 E. 27th St., Apt. 3-K 10016
212-889-0576

ROCHESTER:

Mrs. Franklin V. Peale, Jr.
243 Bonnie Brae Ave. 14618
716-473-4220

SCHENECTADY-ALBANY:

Ms. Deirdre Leland

R.D. 2 Box 70

Valatie 12184

518-784-5052

SYRACUSE:

Mrs. Neil Buske
408 Sedgwick Dr. 13203
315-472-8581

WESTCHESTER:

Mrs. Peter Thorp
6 Pine Terrace
Bronxville 10708
914-779-4712

NORTH CAROLINA**CHARLOTTE:**

Mrs. John A. Tate, III
2409 Knollwood 28211
704-366-4377

DURHAM:

Mrs. Edward L. C. Pritchett
116 Pinecrest Rd. 27705
919-489-7808

GREENSBORO:

Mrs. Frederick Murray
3304 Round Hill Rd. 27408
919-282-0761

RALEIGH:

Miss Ainslie Jones
2120 White Oak Rd. 27608
919-782-2143

SOUTHERN PINES:

Mrs. John E. Neill
210 Maples Rd. 28387
919-692-9112

WINSTON-SALEM:

Mrs. R. Frank Murphy
445 Westview Dr., N.W. 27104
919-721-1921

OHIO**CANTON:**

Mrs. W. Gibbs Herbruck
128-18th St., N.W. 44703
216-456-9256

CINCINNATI:

Mrs. Robert M. Burton
145 East Fountain 45246
513-771-8283

CLEVELAND:

Mrs. Lydia Wardwell
17393 Sugar Hill Trail
Chagrin Falls 44022
216-543-4772

COLUMBUS:

Miss Pam Pryor
3014 Fair Ave. 43209
614-237-4566

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PLACE
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HERE

Director of Admissions

Sweet Briar College

Sweet Briar, Virginia 24595

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Director of Admissions

Sweet Briar College

Sweet Briar, Virginia 24595

Sweet Briar College

I would like further information about Sweet Briar College.

Name _____

Phone Number _____
(Area)

Address _____

City _____ State _____ Zip _____

High School/College _____ City/State _____

Year you will enter college: September _____

Sweet Briar College

I would like further information about Sweet Briar College.

Name _____

Phone Number _____
(Area)

Address _____

City _____ State _____ Zip _____

High School/College _____ City/State _____

Year you will enter college: September _____



VISITS TO THE CAMPUS

Visits to Sweet Briar are arranged through the Admissions Office. Although prospective students are not required to have interviews, they are strongly encouraged to do so. During the academic year, prospective students are welcome to spend the night in the dormitories, attend classes, and meet with students, faculty members, and Admissions Office personnel. The Admissions Office is open from 8:30 a.m. until 4:30 p.m. Monday through Friday year-round, and on Saturday mornings while the College is in session. Appointments for interviews and tours of the campus should be made as far in advance as possible.

Sweet Briar College provides notice of intent to comply with the regulations effectuating Title IX of the Higher Education Amendments of 1972, as amended by Public Law 93-568. The college intends to adhere to the letter and spirit of the law through a policy of nondiscrimination on the basis of sex in all college operations. This policy applies in particular to our education program, employees therein, and to admissions thereto save where excepted under subpart C86.15(a). In addition, Sweet Briar College adheres to a policy of nondiscrimination on the basis of race, color, religion, national or ethnic origin, age, veteran status, or handicap with respect to its educational program and activities, employees, financial aid awards, or admissions.

Peter V. Daniel, Vice President and Treasurer, is the affirmative action official of the college and designated to coordinate compliance with Sec. 504 of the Rehabilitation Act of 1973.

Bulletin of Sweet Briar College

Box F

Sweet Briar, Virginia 24595

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Issue
1981-82

Sweet Briar College



Communications with the College

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Sweet Briar, Virginia 24595

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(804) 381-5100 (24-hour switchboard)

General matters concerning the College
Office of the President, 381-5521
Director of Public Information, 381-5422

Admissions
Director of Admissions, 381-5548

Academic Affairs
Dean of the College, 381-5534

Business Affairs
Vice President and Treasurer, 381-5525

Student Affairs, housing
Dean of Student Affairs, 381-5529

Transcript of Records
Registrar, 381-5731

Financial Aid
Director of Financial Aid, 381-5593

**News bureau, publications, publicity,
campus events**
Director of Public Information, 381-5422

Junior Year in France
Director, Junior Year in France, 381-5241

Alumnae Affairs
Director of Alumnae Association, 381-5513

Grants, gifts, bequests
Director of College Development, 381-5571

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Bulletin of Sweet Briar College

**Catalog
Issue
Autumn 1981**

Academic Calendar 1981-1982

Fall Term 1981

September

10 Thursday	Arrival of new students
13 Sunday	Registration
	Opening Convocation
14 Monday	Classes begin

October

7 Wednesday	Founders Day
17 Saturday	Parents Day

November

25 Wednesday	Thanksgiving recess begins at 12 noon.
29 Sunday	Thanksgiving recess ends

December

11 Friday	Classes end at 5:30 p.m.
12-13	Reading Days
14-18	Examination period

Winter Term 1982

January

4 Monday	Winter term begins at 8:00 a.m.
27 Wednesday	Winter term ends at 5:30 p.m.

Spring Term 1982

February

1 Monday	Spring term begins at 8:00 a.m.
----------	------------------------------------

March

13 Saturday	Spring recess begins at 8:00 a.m.
21 Sunday	Spring recess ends

May

5 Wednesday	Classes end at 5:30 p.m.
6 Thursday	Reading Day
7-12	Examination period
15 Saturday	Baccalaureate Service
16 Sunday	Seventy-third Commencement



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Sweet Briar College

Sweet Briar College offers a rigorous, broadly based education in the liberal arts, which develops the clear thinking, independence, and adaptability necessary for dealing with the challenges and uncertainties of contemporary society. Such education, we believe, is the best preparation for whatever career a woman may choose, be it in business, the professions, or the arts, as well as for a full and rewarding personal life.

The new generation of women has unique needs and aspirations, which, as a woman's college, Sweet Briar is particularly geared to serve. Here, in a supportive, friendly environment, a woman can learn who she is and what she wants to do; she can become more assertive, if need be; and she can develop the maturity and self-confidence she will require to achieve her goals after graduation.

Approximately 700 women, from 44 states and 17 foreign countries, are enrolled at Sweet Briar, and of these some 40 to 50 study abroad or on another campus for all or part of the academic year. It is a diverse group of individuals whose interests range from art and architecture to mathematics and engineering, from the environment and ecosystems to Asian politics and international business.

The faculty is excellent and the academic program is strong. The unusually favorable student/faculty ratio of 9:1 means that students receive personal attention, direction, and encouragement from their professors. In fields where the Ph.D. is the accepted standard of competence, some 93 percent of the full-time faculty hold that degree. Many are established scholars, with numerous books and articles to their credit, and others are practicing professional artists.

The primary concern of this faculty is undergraduate teaching, however, and they have been nationally recognized as forerunners in the development of such new interdisciplinary programs as those in Asian Studies, Environmental Studies, and European Civilization.

Coordinate programs in Management and Arts Management provide the liberal arts



student with the fundamental tools, skills, and understanding of the management process that will serve as the foundation for a wide range of career opportunities in business, industry, government, the arts, and nonprofit institutions. With particular strengths in its computer program, Sweet Briar was also one of the first women's colleges to offer dual-degree programs in engineering and business.

The Sweet Briar Junior Year in France is the oldest, most-prestigious, and largest college-sponsored program abroad, attracting serious students from colleges and universities all over the country.

Academically, standards are high and a Sweet Briar degree is widely respected. As a result, our graduates are accepted by leading graduate and professional schools and go on to become successful in many fields and occupations.

Student life is enriched by an extensive program of free lectures, symposia, concerts, dance and theatre performances, art exhibits, and films, which in themselves could be considered a liberal education. Participation in competitive sports — hockey, lacrosse, tennis, swimming, riding, golf, basketball, volleyball, and soccer—and in individual athletic activities is encouraged. Men from nearby colleges are frequent visitors on campus, and the social calendar is full.

The College is set in the midst of lovely rolling meadows and woodlands, against the backdrop of the Blue Ridge Mountains. The beauty of the landscape, of itself compelling, contributes to an environment which encourages growth, confidence, and independence.

Sweet Briar 1901-1981



Sweet Briar College was founded in the first year of this century by Indiana Fletcher Williams in memory of her only daughter, Daisy, who died in 1884 at the age of sixteen. Mrs. Williams was a daughter of Elijah Fletcher, who came to Virginia from Ludlow, Vermont, in the early years of the nineteenth century and taught school in Amherst County. Later he moved to Lynchburg where he owned and published a newspaper, became a civic leader, and amassed large holdings of land as well as a considerable fortune.

At the time of Mrs. Williams' death in 1900, her estate consisted of more than 8,000 acres of land, including the Sweet Briar plantation, and over half a million dollars. Under the terms of her will, the Trustees were directed to incorporate an educational foundation in the state of Virginia, to establish it as a perpetual memorial to her daughter, and to turn over to it all property left to them in trust.

It was Mrs. Williams' desire, according to the following excerpt from her will, that *"it shall be the general scope and object of the school to impart to its students such education in sound learning, and such physical, moral, and religious training as shall in the judgment of the Directors best fit them to be useful members of society."*

The first Board of Directors determined that the College should be free from denominational control and that it should maintain the highest academic standards, uniting classical and modern ideals of education.

Sweet Briar College opened formally in September 1906, with 51 students, including 15 day students. Its A.B. degree, granted for the first time in 1910, was soon accepted for graduate work in leading universities of the country.

By 1921, Sweet Briar held membership in the Southern Association of Colleges and Secondary Schools, the American Association of University Women, and the American Council on Education, and was approved by the Association of American Universities. Sweet Briar is accredited by the Department of Education, Commonwealth of Virginia, and is a member of the College Entrance Examination Board, a contributing member of the American School of Classical Studies at Athens, and affiliated with the Intercollegiate Center for Classical Studies in Rome. The College offers courses leading to teacher certification in Virginia and 29 other states at both the elementary and secondary level. The Music Department is approved by the National Association of Schools of Music. Its chapter of Phi Beta Kappa is the Theta of Virginia, authorized in 1949.

In May 1927, a Board of Overseers was established. It consists of seven Directors and additional members elected by the Directors for four-year terms. The active oversight of the College is in the hands of this larger board whose decisions are submitted to the Board of Directors for ratification. Alumnae representation on the Board of Overseers was instituted in 1934. Through a policy adopted in 1973, each graduating class now elects one of its members to serve a special two-year term on the Board of Overseers.

In 1978, the Virginia Center for the Creative Arts became affiliated with Sweet Briar as a year-round artists' colony situated at Mount San Angelo, a nearby estate belonging to the College.

Sweet Briar's first five presidents were women. Dr. Mary K. Benedict held the office from the opening in 1906 until 1916. Dr. Emilie Watts McVea served from 1916 to 1925, Dr. Meta Glass from 1925 to 1946, Dr. Martha B. Lucas from 1946 to 1950, and Dr. Anne Gary Pannell from 1950 to 1971. Dr. Harold B. Whiteman, Jr., began his administration as sixth president of the College in 1971.



President Harold B. Whiteman, Jr.

Many gifts, special endowments, and bequests have greatly strengthened the college. Chairs have been established in government, chemistry, physics, ecology, philosophy, psychology, religion, and international affairs, and there are additional special professorships in economics, English, and Spanish.

The Campus

Sweet Briar College is fortunate in having an unusually beautiful setting, with a spacious campus covering 3,300 acres in Central Virginia, just east of the Blue Ridge Mountains. Meadows, woodlands, and two small lakes enhance the beauty of this area and provide exceptional opportunities for ecological studies as well as recreation.

To present a harmonious appearance, the Georgian architecture of the first college buildings, designed by Ralph Adams Cram and constructed of red brick with white columns, has been retained with modifications in those of more recent date. Today the College consists of 25 major buildings and a number of others which serve the needs of the community.

Sweet Briar House, the plantation home of the Fletcher and Williams families, is the President's house. The oldest building on campus, it has been designated a Virginia Historic Landmark.

The Mary Helen Cochran Library, opened in 1929, was given by Fergus Reid in memory of his mother. Additional space was provided in 1967 with the opening of the *Charles A. Dana Wing*, named for a benefactor of the College. The library collection includes more than 180,000 volumes, with additional holdings in microprint and microfilm and a current periodical list of over 800 titles, American and foreign. Special collections are shelved in the Fergus Reid Rare Book Room, the Fanny B. Fletcher Archives Room, and the Kellogg Education Laboratory Library. The Academic Advising Center is located on the main floor near the Browsing Room. The College's DEC-2040 computer system is housed in a climate-controlled wing of the library.

Benedict (1906), the original academic building, is named for the first president, Mary K. Benedict. Recently renovated, Benedict's classrooms and seminar rooms, faculty offices, language laboratory, and small *Tyson Auditorium* provide some of the best and most modern educational facilities available.

Named for the founder's family, *Fletcher* (1925) houses the offices of the President,

the Dean, the Vice President and Treasurer, and other administrators, as well as a number of classrooms and faculty offices.

The *Connie M. Guion Science Building* (1965) contains classrooms and laboratories for the departments of biology, chemistry, physics, mathematics, and psychology, a lecture hall which seats 180, the Science Library, and the Computer Room.

Extensive scientific facilities and equipment are available to students in the Guion Science Center. A partial listing follows:

- *Biology*. A fully equipped greenhouse, plant-growth chambers with complete environmental control facilities, a photographic darkroom, a Warburg respirometer equipped for studies of photosynthesis, a vapor pressure osmometer, electronic recording systems for physiology, a walk-in cold room, and equipment for ecological field studies in the nearly 500 acres of sanctuaries and ecology study areas owned by the College.

- *Chemistry*. Modern instrumentation including several types of spectrophotometers: a recording ultraviolet-visible, and infrared, and an atomic absorption. Additional equipment includes instruments for differential scanning calorimetry and gas chromatography. Microprocessors are also available for interfacing with instruments and instruction in computer function.

- *Computer Science*. A DEC-2040 Timeshare System available for use by all students. Peripheral equipment for the DEC-2040 includes DEC-writers, TEKTRONIX graphics terminals, an X-Y plotter, and video terminals. In addition, there are nine micro-computers (Apple, Pet, TRS-80).

- *Physics*. Equipment for the study of nuclear radiation, as well as very sophisticated equipment for use in the detection and analysis of sound and light waves. The Physics Department also makes extensive use of video-tape recording and playback equipment in instruction.

- *Psychology*. Modern and spacious laboratories with observation cubicles equipped with one-way screens, an excellent



animal room, fully air-conditioned and equipped with modern cages, and other facilities including a multi-channel polygraph, a variety of memory drums, a 3-channel electronic tachistoscope, and three sound-attenuating isolation chambers, as well as operant conditioning chambers with automated reinforcement for small animals. Recently the Psychology Department acquired a microprocessor and a set of computer programs which provide a perception and cognition laboratory of 10 experiments.

The Mary Reynolds Babcock Fine Arts Center (1961) includes a 650-seat proscenium theatre with a permanent plaster cyclorama, fly gallery, light bridge, and fully-equipped scene shop.

Five practice studios are equipped with Steinway grand pianos, a piano classroom houses six small uprights, and the Babcock stage has a Baldwin concert grand.

The Studio Art Department has painting, drawing, and print studios in Babcock. The print studio has equipment for every printing process known to the history of art, including a vacuum table for photolithography, silk screen, and etching; a Brand lithography press; a Brand etching press; a combination press, and a Bessler enlarger. A photographic darkroom equipped with five Omega enlargers is located in Hill House and a fully equipped ceramic and sculpture studio is located in the Station House.

Babcock also houses slide/lecture rooms, a 2,500 LP record collection, a library for the art and music collection, listening rooms, the Writers' Workshop, classrooms, and faculty offices.

Six of the eight residence halls are named for early members of the Board of Directors: *Gray* (1906), *Carson* (1906), *Randolph* (1908), *Manson* (1910), *Grammer* (1912), and *Reid* (1925). Another, *Dew* (1956) is named for the first treasurer, and the most recent, *Meta Glass* (1962), honors the third president of Sweet Briar. In addition to accommodations for students, the dormitories contain common rooms, kitchenettes, and apartments for resident counselors, who are faculty or staff members. Students also oc-



cupy two smaller houses. A recently completed 19,000 square-foot renovation and addition to *Meta Glass* houses a modern dining facility.

The Daisy Williams Gymnasium (1931) contains facilities for physical education classes and indoor sports, including a training room, two dance studios, a universal gym, a whirlpool, and video-tape equipment. For organized sports and recreation there are hockey and lacrosse fields, 14 tennis courts, and a paddle tennis court; a lake for boating and swimming and a boat house with a lounge and sun deck, and an outing cabin two miles from the College.

The Elizabeth and Charles Prothro Natatorium (1976) provides a 25-meter pool with six lanes which meets all AIAW requirements, and a spectator gallery.

Headquarters for the riding program are in the *Harriet Howell Rogers Riding Center* (1971). Its features include an indoor arena measuring 300 by 120 feet, 59 box stalls, an adjoining arena with 12 turn-out paddocks, three rings, and a field with access to extensive riding trails and paneled cross-country and hunter trial courses.

The *Harley Student Health Center* (1925), named for the first college physician, contains the physician's office and examining room, nurses' quarters, and rooms for inpatients.

Religious services are held in the *Sweet Briar Memorial Chapel* (1966), which has a three-manual Holtkamp organ. It also serves as the setting for concerts. A small chapel, several faculty offices, seminar rooms, and a chorus rehearsal room are located in the

building. Also housed in the Chapel are the *Sweet Briar Museum*, which contains mementos of the Fletcher and Williams families, founders of the College; alumnae memorabilia; period clothing and furniture; and artifacts of plantation life and WUDZ-FM, the student-run radio station.

The *Book Shop* (1961) carries an excellent selection of general interest books as well as textbooks and supplies. In addition, it has a sportswear department and gift shop.

Members of the community and guests enjoy the *Cornelia and Edward Thompson Wailes College Center*, opened in 1970, which includes lounges, game and party rooms, and the *Bistro* — the popular gathering place for students and faculty and friends, for live music and entertainment and for the regular Friday night Happy Hour.

Mount San Angelo, the neighboring estate owned by Sweet Briar, is the home of the Virginia Center for the Creative Arts (VCCA), the only artists' colony affiliated with a college. VCCA Fellows work in modern studios located in Brittany-style stables.

Other campus buildings and facilities include the *Nursery School and Kindergarten* (1953), *Information Center, Post Office*, the *Alumnae House* (1929), and the old *Sweet Briar Railroad Station* (1906), which now serves as a ceramic and sculpture studio.

The *Computer Center*, located in the library, has a DEC-2040 computer system with advanced capability, which is available for instructional use and for faculty and student research projects.

Academic Program

SWEET BRIAR'S MISSION

Sweet Briar is a four-year independent college whose aim is to prepare women to be active, responsible members of society. A foundation in the liberal arts is essential to this end. Study of the liberal arts enhances the development of critical thought, leads to independence, and allows the mature adult to continue to learn long after leaving Sweet Briar.

The College believes that clear thinking and adaptability are best fostered by a broad study of those disciplines that teach one to view one's experience in wider contexts, to appreciate the achievements of the past, to derive satisfaction from the arts, to understand the methods and major theories of science, and to communicate with precision and cogency.

Moreover, the College seeks to provide an environment that encourages physical well-being, moral awareness, sensitivity to others, responsibility for one's actions, and the assumption of leadership and personal initiative — qualities enabling the graduate to enjoy life in humane community.

While recognizing the distinctive qualities of womanhood, the College believes that excellence knows no gender. Sweet Briar remains a woman's college in order to devote all its resources to the education of women in the full range of the liberal arts, including those subjects and responsibilities that have all too often been defined as male domains.

The faculty teaches individuals on a human scale. In small classes, students receive the attention that encourages self-confidence and improvement of skills for life and livelihood.

A sound foundation in the liberal arts will benefit the graduate for a lifetime, by providing the adaptability, the communication skills, and the experience in independent problem-solving which are demanded of any woman today. As an independent college, Sweet Briar possesses the freedom to respond appropriately to the many challenges facing higher education in a rapidly changing world.

CURRICULUM

The Sweet Briar curriculum reflects the conviction that a student should achieve depth in some field of knowledge, and should have a critical appreciation of the ways in which knowledge is gained. An educated person should have an informed acquaintance with (to adapt the language of Dean Henry Rosovsky of Harvard):

- The mathematical and experimental methods entailed in the study of the physical environment, and the major theories and limitations of the natural sciences;
- The main forms of analysis and the historical and quantitative techniques needed for investigating the development and workings of modern society;
- The important scholarly, literary, and artistic achievements of past and present;
- The major religious and philosophic conceptions of man;
- A culture outside the bounds of classical Western culture.

REQUIREMENTS FOR THE DEGREE

Sweet Briar College confers one degree only, the Bachelor of Arts. The faculty assumes that a student who chooses to study at Sweet Briar understands that she has elected to come to a liberal arts college and that earning its degree entails certain breadth in her choice of courses. Sweet Briar requires that the holder of its degree have adequate knowledge of language, humanities, science, arts, and the social studies, and that she be aware of both the problems of the modern world and the heritage of the past. The student should plan her academic program to cover these areas of knowledge, as well as to fulfill her particular needs and interests.

To be eligible for the degree, a candidate must be enrolled as a full-time student at Sweet Briar for a minimum of two academic years, including the senior year, and must present for the degree not fewer than 19

units earned at Sweet Briar. The usual degree program covers four years, but a student with the permission of the Executive Committee of the Faculty may complete it in as few as three years or as many as five.

Every candidate for the degree is expected to complete at least 38 academic units, including specific and general requirements and requirements for the major. Two terms (four quarters) of physical education is required. The student must have a minimum cumulative credit ratio of 2.000 (the equivalent of a C average), and the same credit ratio in the major subject, counting all courses credited to the major. Each senior must pass a comprehensive examination in her major subject or complete a senior thesis or comparable project as determined by the department concerned.

From 3 to 5.5 units of academic work may be taken in each fall and spring term without special permission. Work for credit must be carried in at least three winter terms. A minimum of 2.5 winter-term units is required for graduation. With the permission of the College, secured in advance, a student may substitute an appropriate course of study elsewhere for a winter term at Sweet Briar. To carry fewer than 3 or more than 5.5 units in the fall and spring terms, the student must have special permission from her adviser and the Dean.

SPECIFIC REQUIREMENTS

The requirements for the degree are as follows:

- a) English 1, "Thought and Expression," which must be taken in the fall term of the freshman year unless the student is exempted or offered advanced placement.
- b) Proficiency in a foreign language,* ancient or modern, which may be established in any one of several ways; by a satisfactory score on a CEEB Advanced Placement Test in the language; by a score of 600 or better on a CEEB

*Not more than two first-year languages may be credited toward the degree.



Language Test, taken in high school or during the opening week at Sweet Briar; or by two course units of language study in college at the intermediate level or above.

- c) Two course units (two semesters) in literature or the arts.
- d) One course unit (one semester) in biology, environmental studies, or psychology and one course unit (one semester) in chemistry, mathematics, or physics. One of these units must be a laboratory course in biology, chemistry, or physics.
- e) One course unit (one semester) in social sciences and one course unit (one semester) in classical civilization, European civilization, history, philosophy, or religion.
- f) One course unit (one semester) in non-Western studies.

Some courses taken in the student's major field may count towards fulfilling these distribution requirements. In addition, a student may satisfy any of the requirements by a satisfactory score on a CEEB Advanced Placement Test, if appropriate and offered in the particular discipline, or by a departmental examination given at Sweet Briar.

Two course units (four quarters) of physical education are required of all students. This requirement should be fulfilled in the freshman year unless there is a medical deferral.

Requests for exceptions to the requirements for the degree may be referred by the Dean to the Executive Committee of the Faculty for consideration.

MAJOR REQUIREMENTS

In the spring of the sophomore year a student must plan with her major adviser a program for the junior and senior years.

Departmental Majors

A student must complete 8 to 15 units in the major field, according to the requirements specified in the departmental statement. She may select any of the following as her major subject:

Anthropology
Anthropology and Sociology
History of Art
Studio Art
Biology
Chemistry
Classics
Dance Theatre

Economics
English
English and Creative Writing
French
German
Government
Greek
History
Latin
Mathematics
Modern Languages
Music
Music in Culture
Philosophy
Physics
Psychology
Religion
Sociology
Spanish
Theatre Arts

Double Major

A student may declare, complete, and have recorded a double major by fulfilling the requirements of two departments, including two comprehensive examinations or the equivalent, as determined by each department. Double majors are often related to future career or graduate study plans. Recent graduates have had such double majors as Anthropology/French, Biology/Studio Art, Chemistry/Physics, Economics/Mathematics, Economics/Spanish, English/Sociology, History/Music, International Affairs/French, Psychology/Sociology.

Interdepartmental Majors

Interdepartmental majors are designed to provide a closely integrated program for students interested in a subject which cuts across departmental boundaries. Each of these consists of a group of required courses and a group of related subjects totalling at least 12 units, in addition to the courses taken to meet the general requirements for the degree. The total number of units varies, depending somewhat upon the degree of advancement of the required courses and their prerequisites. A faculty adviser supervises



each of these programs and serves as major adviser to students who elect it.

Interdepartmental majors are offered in:

American Studies

French Studies

German Studies

Italian Studies

Mathematical Physics

Pre-Engineering Science

Biology-Chemistry

Within the Division of Social Studies there are majors in International Affairs and Political Economy. Other majors, such as Mathematics-Psychology, may be planned to suit the interest of individual students.

Interdisciplinary Majors

An interdisciplinary major which concentrates on a specific topic or a historical period may be planned by a student in consultation with a faculty adviser from one department, assisted by representatives of each of the other departments involved. The major must include at least 11 units; a minimum of 6 of these units should be in one department. Three of these six units must be at the 200-level or above, exclusive of honors projects or senior projects. In addition, a senior project with a value of one or two units is to be selected with the approval of the major advisers. An honors project may be substituted for the senior project, but a student may not receive double credit for this project as both a senior and an honors project. The form of the comprehensive requirement will be determined by the major advisers in consultation with the student.

A coordinate major in Environmental Studies enables a student to combine a departmental major with environmental studies. A coordinate major is also offered in European Civilization.

Self-designed Majors

Self-designed majors allow students to concentrate on interdisciplinary areas that do not have prescribed requirements. Student-designed majors have included Art Therapy, Sociology-Education, and Urban Studies.

Special Programs

Coordinate programs are offered in Environmental Studies, European Civilization, Business Management, and Arts Management. A special program is also offered in Asian Studies.

ACADEMIC ADVISING

The advising system at Sweet Briar, coordinated through the Office of the Dean, enables students to meet many of the faculty and to choose those faculty members whom they wish to assist them with their academic program and educational goals.

At the beginning of the freshman year, the student is assigned to a faculty adviser; by the end of the fourth week of the fall term, however, she may select any faculty member she prefers to be her adviser for the rest of the year and for her sophomore year. She will have had an opportunity to meet most of the faculty in her classes and at various cultural and social events during the opening weeks.

Juniors and seniors are usually advised by the chairman of the departments in which they have declared their major. Supplementary advising of freshmen and sophomores is the responsibility of the Assistant Dean, with the Dean of the College responsible for juniors and seniors.

The Dean, Assistant Dean, members of the faculty, and the Director of Career Planning share the responsibility for advising students about graduate and professional programs and about career plans.

THE HONORS PROGRAM

The Honors Program allows the student of superior initiative and ability to do advanced work in her major field and thereby to become eligible for the honors degree. The regular requirements for the major must be met, including any required courses and the comprehensive requirement, but under certain conditions units earned in honors work may be counted toward the units required for the major. An interested student should

plan her program with her major adviser during registration for her junior year.

A qualified student enters into candidacy for the honors degree in the winter term or the spring term of her junior year. Usually she does so by taking an advanced course in her major department as an honors variant, which entails additional work of a more mature and independent nature.

In her senior year a candidate does independent research and writes a thesis under the direction of a member of her major department. Throughout their senior year, honors students meet with the faculty Honors Committee to discuss their research and participate in a program of lectures, films, and discussions.

The honors thesis must be completed, in a form specified by the major department, not later than two weeks before the end of classes. The thesis is evaluated by a committee made up of the candidate's thesis adviser, another member of the department or division concerned, and a member of the faculty of another college; this committee also conducts an oral examination on the thesis and determines the level of honors to be awarded.

A candidate who fails to meet the requirements of the program is transferred to candidacy for the regular degree.

A more detailed description of the Honors Program is available in the Office of the Dean.

FOREIGN STUDY

For many years Sweet Briar has encouraged qualified students to spend all or part of the junior year in study abroad. The College sponsors and directs the Sweet Briar Junior Year in France and is prepared to approve for credit other programs under the sponsorship of accredited four-year colleges or universities, such as the Syracuse University or Rutgers University programs in Italy, the University of North Carolina Junior Year in Spain, and the Wayne State University Junior Year in Munich. Established programs sponsored by Smith, Bryn Mawr, and

Hamilton College are also approved for credit. Qualified candidates, if recommended, may also apply as visiting students to the Universities of Aberdeen, Exeter, or Southampton.

Although study abroad is in keeping with the liberal arts tradition, in some fields of specialization it is neither advisable nor profitable. For this reason, and in order to plan her program of study carefully in advance, a student wishing to spend all or part of the junior year abroad should confer with the Dean at an early date, preferably in her freshman year. To qualify for approval of her plans, she must have a general academic average of at least *C plus* for the first four terms and she must have shown strength in her major subject. In addition, she must plan to enroll during her study abroad in at least one course in her major field or in a closely related field.

In all cases the approval of the College must be sought in advance if credit toward the Sweet Briar degree is to be granted. A student who undertakes study abroad without the prior approval of the Dean is regarded as having withdrawn from Sweet Briar and must apply for readmission if she wishes to return.

Application for study abroad must be submitted in writing, together with a letter from her major adviser approving her plan and a letter of consent from her parents or guardian, before February 15 of the sophomore year. A student proposing to spend only one term of the junior year in foreign study is advised to plan to do so in the fall term.

Junior Year in France

The Sweet Briar Junior Year in France, sponsored by the College, offers a program of foreign study to mature and responsible students who are especially interested in the language, history, and culture of France or who desire to specialize in such subjects as art, history, international affairs, or political science. During 1981-82, 118 students from 35 colleges and universities across the coun-

try will study under this distinguished program.

A candidate for admission must have had at least two years of pre-college French, with an average of at least *B* and a general average of at least *B minus*. She must also be recommended by the Department of Modern Languages, by her major adviser, and by the Dean. Applications from Sweet Briar students must be submitted to the Dean by February 15. For detailed information, a bulletin is available at the Office of the Junior Year in France, at Sweet Briar.

Heidelberg University, Germany

Students of German may study for one term or the entire academic year in Heidelberg with a program sponsored by Heidelberg College, Tiffin, Ohio. Information is available from the Office of the Dean.

Semester in Rome

A student majoring in Classical Studies or History of Art may spend the fall and winter terms of her junior year at the Intercollegiate Center for Classical Studies in Rome. Information about the Center may be secured from the Office of the Dean.



St. Andrews University, Scotland

One or more students are selected each year and recommended to the faculties of St. Andrews University for admission to visiting student status in their junior year. The highest ranking candidate is designated as the St. Andrews Exchange Scholar. Consideration will be given to the suitability of the applicant's major field and to her academic record, capacity for independent work, and personal maturity. Application papers should include a letter from the applicant stating her purpose in studying abroad, written approval of her parents or guardian, and a recommendation from her major adviser or another member of the department. These papers should be submitted to the Dean by February 15. Selection will be made by a faculty committee.

OFF-CAMPUS STUDY

Dual-Degree Programs

Sweet Briar College has agreements with three engineering schools, Georgia Institute of Technology, Columbia University, and Washington University, St. Louis, whereby a student can spend three years at Sweet Briar pursuing a Pre-Engineering Sciences major and one or more years at the preferred engineering school. At the end of four years, the student receives a Bachelor of Arts degree and, after the required time at the engineering school, receives a Bachelor's or Master's degree in engineering (see page 20).

A dual-degree program in Business is also in effect with the McIntire School of Commerce at the University of Virginia (see page 19).

Seven College Exchange: A College Consortium

Sweet Briar participates with six other colleges (Hampden-Sydney, Hollins, Mary Baldwin, Randolph-Macon, Randolph-Macon Woman's College, and Washington and Lee University) in a program which allows students, primarily juniors, to spend a term or an academic year at one of the other colleges. The primary purpose of this



consortium is to pool resources, thereby making it possible to expand and extend the offerings of the individual colleges. Information is available in the Office of the Dean.

Tri-College Exchange

By agreement among the three colleges, a student at Sweet Briar may take a course at Lynchburg College or Randolph-Macon Woman's College, provided the course is not currently available at Sweet Briar. No tuition will be charged in addition to that already paid to Sweet Briar, but the student must pay any extra fees or charges. The College will assist Sweet Briar students in making travel arrangements.

The Tri-College Consortium in Chemistry is funded by the National Science Foundation. The program provides for an exchange of faculty and course offerings among the three colleges.

Washington Semester

An upperclass student may spend the fall term in one of several American University programs in areas of the judiciary; international development; American studies; or economic, foreign, or domestic policy determination. Application should be made to the chairman of the Department of Government not later than March 1 for the following year.

Summer Work and Study

Summer vacations provide opportunities for a variety of education experiences which can give added significance to the more formal studies of the college curriculum. Paid employment, internships, volunteer work, travel, and the acquisition of skills such as typing are strongly recommended as profitable occupations during the summer months. The Director of Career Planning

and the Dean will be glad to help students who wish to plan advantageous use of the summer vacation.

Subject to the stipulations set by the faculty, credit toward the Sweet Briar degree may be allowed for summer study in accredited American colleges and universities and in approved programs abroad. Information may be obtained from the Dean.

WINTER TERM

Sweet Briar's 4-1-4 calendar creates a one-month winter term in January, during which each student pursues a single topic intensively. Study, either on or off campus, may take the form of course work, independent research, or internships.

Internships are increasingly important for students who wish to explore career possibilities and gain work experience. Because of Sweet Briar's proximity to Washington, D.C., each January a large number of students go there to serve as political, legal, or public service interns. Others are economics interns in banks, brokerage houses, or business establishments; biology or psychology interns in hospitals, mental health centers, or veterinary hospitals; art history or studio art interns in museums, galleries, auction houses, or advertising agencies. During January 1981, two chemistry majors interned at the Massachusetts State Crime Laboratory; a history major interned at the U.S. Mission, NATO, in Brussels; a sociology major interned at an Abused Women's Shelter in New York.

Some courses take the form of study tours, such as recent trips to London, Paris, Jamaica, Mexico, Germany, Austria, Italy, and the Soviet Union. In 1981, for example, students in a course on international business and finance visited six major European cities to participate in on-site discussions with representatives of various multinational business organizations.

Like the off-campus courses, winter term courses offered on the Sweet Briar campus supplement or open up areas of study beyond the courses given during the other

two terms. Last year, for instance, an introductory course in Japanese attracted students interested in Far Eastern cultures and international trade. Winter term is also a time when distinguished speakers and professors come to lecture or teach courses and seminars at the College. In 1981, Donald Johanson, the internationally known paleo-anthropologist, offered a course on Human Origins, based on his important anthropological discoveries in the Afar region of Ethiopia.

In addition to scheduled credit courses (see pages 96-101), a wide variety of noncredit courses is offered in topics ranging from typing to retail management and career planning. There is also at least one College-sponsored trip, typically to the Kennedy Center in Washington, as well as several film series. Ski areas nearby Sweet Briar offer ample diversion from the pressure of course work during the term.



Pre-Professional Preparation

With expanding opportunities for women in business and the professions, students are increasingly concerned about preparation for future careers. To meet these concerns, Sweet Briar has developed a number of advisory and counseling services, as well as specific programs for students with career goals in various fields.

BUSINESS AND MANAGEMENT

The formerly male-dominated preserve of the world of business is now completely open to qualified women, especially those who have earned the Master of Business Administration degree. The specific requirements of MBA programs vary substantially, but, in general, undergraduate work in economics, accounting, and mathematics — especially calculus, statistics, and computer programming — provide appropriate preparation. Graduate schools of business tend to place a heavy emphasis on prior business experience and the winter term Business Internship Program in the Department of Economics provides a qualified student with an opportunity to acquire a directed and intensive introduction to business operations. Graduate schools of business usually require the Graduate Management Admission Test (GMAT).

Recent Sweet Briar graduates have entered graduate business programs at the Wharton School of the University of Pennsylvania, the Darden School at the University of Virginia, the American School of International Business, the University of Michigan, New York University, the Tuck School of Management at Dartmouth University, and others. Professor Miller is pre-business adviser.

A dual-degree program in business with the University of Virginia enables a student to earn an A.B. degree from Sweet Briar College and a B.S. degree from the University of Virginia in five years. Under this program, the student will attend Sweet Briar for approximately three academic years and the McIntire School of Commerce at the University of Virginia for approximately two

academic years to fulfill the requirements of both institutions. A student interested in enrolling in this program should consult with Professor Miller early in her freshman year.

It is not necessary, however, for a career-minded student to specialize so intensely. The Coordinate Program in Management (see page 52) provides the student majoring in one of the traditional liberal arts fields, such as English, history, or political science, with a range of courses that will significantly enhance her potential to apply her general education effectively in a wide range of employment opportunities in business, government, and nonprofit organizations.

COMPUTER SCIENCE

Sweet Briar offers coursework in Computer Science which enables young women to enter the rapidly growing computer field. Courses in Computer Science include FORTRAN, COBOL, Assembly Language and Data Structures, Numerical Analysis, and Linear Programming (see Mathematics course-listing). Students interested in Computer Science typically elect majors in Mathematics, Mathematical Physics, or Mathematical Economics, but many choose an unrelated major and effectively "minor" in a computer-related area.

Sweet Briar's computer facilities include a time-sharing Digital Equipment Corporation DEC-2040 mainframe with many terminals (including two Tektronix graphics terminals) around the campus; thirteen microcomputers (TRS-80, Apple, Pet) with memory sizes from 16K to 48K, some with dual disk drives; and four microprocessors (AIM, KIM), all used in coursework and in the laboratory.

Departments which offer computer-related courses and/or integrate computer usage into their courses include: Mathematics, Physics, Chemistry, Psychology, Sociology, Economics, Government, Biology, Political Science, Education, and English.

Internships and campus employment are also available to students in Computer Science related programs.

Students interested in Computer Science should consult with the Director of Academic Computing when planning their program.

EDUCATION

Sweet Briar is approved by the Virginia State Department of Education to prepare kindergarten, elementary school, and secondary school teachers for professional certification in many academic areas. By following the program and completing the requirements set by Sweet Briar, a student becomes eligible for Virginia's Collegiate Professional Certificate, which by virtue of reciprocity is accepted by approximately 30 other states. Positions in educational administration, supervision, and research usually require previous successful experience in classroom teaching. Practical teaching experience is gained through observation, participation, and supervised student teaching at Sweet Briar Nursery School and Kindergarten on campus and at local public schools.

Students planning to teach should consult with Professor Stone early in their freshman year (see p. 44).

ENGINEERING

Pre-professional technological and scientific training is available through a dual-degree program in engineering with Georgia Institute of Technology, Columbia University, or Washington University in St. Louis. Under this program a student combines three years of study at Sweet Briar with two years at the cooperating institution, earning an A. B. degree from Sweet Briar and a B. S. degree in engineering (mechanical, chemical, civil, electrical, nuclear, and others), health systems, computer science, or management science from the other school. Anyone interested in this program should consult with the pre-engineering adviser, Professor Elkins, as early as possible in the freshman year.

Recent Sweet Briar science graduates have

been accepted for graduate work in engineering at M.I.T., the University of Michigan, Columbia University, the University of Virginia, and Georgia Institute for Technology.



GOVERNMENT SERVICE

Graduates in various fields, especially those who have majored in government, economics, sociology, the natural sciences, and mathematics, have gone on to careers in government service. The Washington Semester sponsored by American University (see p. 17) or a winter term internship in Washington affords the student the opportunity for on-the-scene participation in the workings of the federal government and for making valuable contacts in the Washington job market.

Internships at the state level or with local governments provide opportunities for experience in policy making and administration in these rapidly expanding areas of employment for women. Students interested in a career in government should consult Professor Gilpatrick.

GRADUATE STUDY

Sweet Briar graduates in all fields are accepted by leading graduate schools throughout the country. Recent graduates have entered such universities as Harvard, M.I.T., the University of Virginia, the University of Illinois, Bryn Mawr, Northwestern, Tulane, Cornell, Duke, the University of Michigan, and the University of North Carolina in such diverse fields as economics, speech, pathology, art history, English, history, musicology, environmental sciences, political science, German, French, dance, mathematics, anthropology, microbiology, and child development. Graduate study has led to careers in teaching, research, publishing, museum work, social work, educational administration, and applied art, as well as positions in business, law, medicine, and government.

Students interested in graduate study should consult the appropriate departmental chairmen.

Information and application blanks for the standard tests required by many graduate and professional schools, such as the Graduate Record Examinations, the Law School Admission Test, and the Medical College Admission Test, are available in the Office of the Dean.

JOURNALISM

A liberal arts education is considered an excellent background for a career in journalism. A student who has earned a B.A. degree can usually complete an M.A. degree in journalism in one year at a professional school. Newspapers and magazines sometimes employ promising beginners without a journalism degree if they have experience on a college newspaper. *The Sweet Briar News* and other campus publications, as well as summer or winter term internships, offer good opportunities for students to obtain practical experience.

LAW

Law schools have no set requirements for admission, but look favorably upon liberal arts graduates. Students who plan to enter law school are advised to maintain high quality course work and select courses that will sharpen their skills in writing and argumentation and in the critical analysis of the arguments of others.

To be considered seriously by a law school, a student should maintain at least a B average, do well on the Law School Admission Test (LSAT), which is normally taken in the fall of the senior year, and have several letters of recommendation. Some law schools also require a personal interview. Sweet Briar graduates have gone on to leading law schools, including the University of Virginia, Washington and Lee University, Georgetown University, Fordham University, Vanderbilt University, and the University of Pennsylvania. Students considering a career in law should consult Professor Gilpatrick, pre-law adviser.

MEDICINE AND HEALTH SCIENCES

More and more women are seeking and gaining admission to medical schools and other schools of health science. These schools in turn look favorably on liberal arts students who often have developed the humaneness and the ability to communicate that are so desirable in a practicing physician. The Medical College Admission Test (MCAT), taken by applicants at the end of the junior year, stresses analytical and problem-solving ability, which is also developed by a liberal arts education.

A science major is generally recommended for a student wishing to enter the health field. The biology-chemistry interdepartmental major fulfills all the standard requirements for medical school and other health-science programs. However, a



medical school may accept the superior student who has majored in a nonscientific field, so long as she has demonstrated proficiency in science. Sweet Briar graduates hold medical degrees from Duke University, Johns Hopkins University, the University of Virginia, Cornell University, Georgetown University, the University of Texas, and others.

Students interested in a career in the health professions (medicine, dentistry, veterinary medicine, pharmacology, health administration, and others) should consult the premedical and health careers adviser, early in their freshman year.

RELIGION

Professional careers for women in religion have expanded significantly in the past fifteen years. Many religious bodies ordain women or employ them in other capacities,

and the concept of "ministry" now includes a wide variety of activities in service to others. Most such careers require professional or graduate study at a theological seminary or in a graduate department of religion.

A broad liberal arts education, including if possible the biblical languages, is the recommended preparation for ministerial studies. A religion major is desirable but not always necessary for graduate study in religion (M.A. or Ph.D.). In recent years, Sweet Briar graduates have gone on to Harvard Divinity School, Union and General Theological Seminaries in New York, Virginia Theological Seminary in Alexandria, the Presbyterian School of Christian Education in Richmond, and the University of Virginia. Members of the religion department or the Rev. Myron B. Bloy, Jr., Chaplain, will advise any student who is interested in graduate study or a professional career in religion.

Sample Programs

The sample programs below will serve to give some idea of the possibilities open to those who wish to prepare for professional study in Business, Engineering, Law, or Medicine. Such preparation is well-adapted

to a liberal arts curriculum, and has the added advantage of allowing for excursions into other fields. These programs are but samples; many modifications and variations are possible.

Pre-Business: Economics Major

	Fall	Winter Term	Spring
Freshman	English 1 Modern Language 5 Economics 3 Math 23 Physical Ed.	Elective: Literature	Physics 5 + Lab. Modern Language 6 Economics 4 Math 24 Physical Ed.
Sophomore	Math 9 Government 5 Economics 27 Social Studies 135 Modern Language (Spanish 151 or French 100X)	Money in Europe (European Study Tour)	Math 80W Economics 110 Economics 28 Government 102 Social Studies 136
Junior	Economics 107 Economics 215 Economics 225 English 177 History 121	Internship	Economics 108 Economics 216 Philosophy 24 English 26
Senior	Economics 219 Economic 213 Religion 219 History 129 Economics 261	Internship	Economics 230 Economics 352 (Sr. Seminar) Government 214 History 130

Engineering: Math-Physics Major

	Fall	Winter Term	Spring
Freshman	English 1 Chemistry 7 Math 23 Modern Language 5 Physical Ed.	Math 80 — FORTRAN Programming	Economics 4 Math 24 Chemistry 8 Modern Language 6 Physical Ed.
Sophomore	Math 115 Physics 103 Physics 121 (Lab) Economics 3 Modern Language: Literature	Elective: Social Sciences	Math 116 Physics 105 Physics 122 (Lab) Modern Language: Literature Government 6

Junior	Physics 104 Physics 221 Chemistry 109 Government 109 Government 213	Elective: Literature	Physics 106 Math 212 Economics 110 Social Studies 136
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Senior	Physics 227 Math 207 Government 101 Psychology 3 Environmental Studies 1	Elective: Art, History, or Public Speaking	Math 248 Physics 222 Government 102 Psychology 4
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Pre-Law: Government Major

	Fall	Winter Term	Spring
Freshman	English 1 Spanish 5 Math 9 Government 5 Physical Ed.	Elective: Literature	Biology 3 + Lab. Spanish 6 Economics 4 Government 6 Physical Ed.
Sophomore	Economics 3 English 225 Government 109 Government 213	Money in Europe (European Study Tour)	Economics 206 Math 80W History 104 European Civ. 18
Junior	Economics 27 History 121 Government 101 Government 215 Spanish 151	Internship	Economics 28 History 252 Government 102 Government 216
Senior	History 201 English 229 Social Studies 135 (Asian Civilization) Government 209	Internship	Philosophy 24 Government 220 Government 222 Government 352 (Senior Seminar)

Pre-Med: Biology-Chemistry Major

	Fall	Winter Term	Spring
Freshman	Chemistry 7 English 1 French 5 Math 23 Physical Ed.	Elective: Literature	Chemistry 8 Biology 3 French 6 Math 24 Physical Ed.
Sophomore	Biology 109 Chemistry 109 Psychology 3 Economics 3	Elective: Art or Science	Biology 100 Chemistry 110 Psychology 4 Economics 4
Junior	Biology 105 Government 109 Physics 103 Physics 121 Psychology 303	Elective: Social Sciences	Anthropology 126 Biology 206 Chemistry 222 Physics 105
		(—MCAT—)	
Senior	Biology 351 Chemistry 101 History 107 Philosophy 191 Religion 6	Elective: Art or Music	Biology 226 Chemistry 222L Physics 122 Religion 220



Courses of Instruction

Courses of instruction are offered by the following departments: History of Art, Studio Art, Biology, Chemistry, Classical Studies, Education, English, Mathematics, Modern Languages, Music, Philosophy, Physical Education, Physics, Psychology, Religion, and Theatre Arts; and by the Division of Social Studies, including Anthropology, Economics, Government, History, Social Studies, and Sociology.

Course numbers indicate in a general way the level of instruction. Numbers below 100 indicate introductory courses; 101 to 200, intermediate courses; 201 to 300, advanced courses; and above 300, courses normally open to seniors, major students, and others of unusual ability.

Odd numbers usually designate courses offered in the fall term; even numbers, those offered in the spring term. If a course is offered in more than one term, the letter X following the number indicates the fall term; W, the winter term; Y, the spring term. A few courses offered in the summer are designated by S.

Courses extending through the year are indicated by numbers linked by a hyphen or comma. A hyphen indicates that the fall term is a prerequisite to the spring term and that no credit will be given for one without the other except with the permission of the instructor. A comma indicates that the fall term may be taken independently of the spring term but that the fall term is prerequisite to the spring term, except when otherwise specified.

Unless otherwise indicated, each course carries 1 unit of credit per term.

Square brackets [] enclosing a course number and title indicate that the course will not be offered in the current year.

A bullet (•) indicates that the course is open to freshmen. The phrase "by permission" means permission of the instructor.

AMERICAN STUDIES

John E. Savarese

Paul C. Taylor

Advisers

Each of the following major programs requires twelve units in American subjects:

A student who elects American History and Literature as her major must complete four units in history (103, 104, 133, 134), four in English (177, 178, and two from 229, 230, 231, 232, 297), and either History 212 or English 214 in the senior year. Three additional units in history of art, English, philosophy, religion, or in the Division of Social Studies are to be selected in consultation with the major advisers.

A student interested in other aspects of American society may complete a major program in American Studies consisting of four units of either American history or literature and four units of American subjects in one other field, such as anthropology and sociology, history of art, economics and government, and philosophy and religion. The student who elects four units of American history also must take English 177, 178; the one who elects four units of American literature also must take either History 103, 104 or 133, 134. Another two units in appropriate subjects are to be chosen under the guidance of the major advisers.

In both programs the senior comprehensive requirement may be a written or oral examination or its equivalent in the form of a thesis, to be determined in consultation between the advisers and the student in the fall of the senior year.

ANTHROPOLOGY

See page 81

HISTORY OF ART

Diane D. Moran

Assistant Professor, Chairman

Aileen H. Laing

Associate Professor

Susan J. Bandes

Assistant Professor

A student who elects History of Art as her major must complete eight units in the Department plus two in studio art. The major is based on Art 15, 16; six additional units in the Department are required and must include Senior Seminar, one unit from Area I and two each from Areas II and III. The following courses in studio art are also required: Art 1 and 10. A comprehensive examination or comparable project forms a part of the requirements for majors in History of Art. No academic credit will be given for this project.

For any student contemplating graduate study, a reading knowledge of German or French is strongly recommended.

•15, 16 SURVEY OF ART HISTORY

Laing

A historical and analytical introduction, considering representative monuments of European art in their context and proposing ways of understanding visual evidence. Three hours lecture and one assigned discussion section. Either term may be taken independently.

Open to all students.

AREA I:

Ancient and Medieval

123 ANCIENT ART

Bandes

The architecture, painting, and sculpture of Greece, Etruria, and Rome. Alternate years.

Prerequisite: Art 15

[128 MEDIEVAL ART]

Laing

Major art forms in the Early Christian, Byzantine, Romanesque, and Gothic periods as seen in their historical contexts. Particular emphasis will be given to the Romanesque and Gothic periods. Alternate years.

Prerequisite: Art 15

AREA II:

Renaissance and Baroque

[103 NORTHERN PAINTING]

Bandes

Manuscripts, painting, and graphic arts in Northern Europe from the fourteenth to the sixteenth centuries with concentration on the work of the van Eycks, van der Weyden, Bosch, Brueghel, Grunewald, and Durer. Alternate years.

Prerequisite: Art 15, 16

105 BAROQUE ART IN ITALY AND SPAIN

Bandes

Developments in architecture, painting, and sculpture in Italy and Spain from 1580-1700. Major concentration on Caravaggio and his followers, the Carracci, Bernini, Borromini, and Velasquez.

Prerequisite: Art 15, 16

106 BAROQUE ART IN NORTHERN EUROPE

Bandes

Art and architecture in France, Flanders, Holland, and England with emphasis on the work of Poussin, Rubens, Hals, Rembrandt, and Wren. Alternate years.

Prerequisite: Art 15, 16

113 EARLY RENAISSANCE ART IN ITALY**Moran**

Architecture, painting, and sculpture in Italy from the thirteenth through the fifteenth centuries. Emphasis will be placed on the work of Giotto, Duccio, and the Florentine artists of the Quattrocento. Alternate years.

Prerequisite: Art 15, 16

114 HIGH RENAISSANCE AND MANNERISM IN ITALY**Bandes**

The late fifteenth century in Northern Italy, the High Renaissance in Rome and Venice, and the manneristic developments of the sixteenth century.

Prerequisite: Art 15, 16

•132 THE ART OF THE PRINT**Bandes**

The history of the print as a work of art from the fifteenth century to the present. Emphasis will be placed on the work of Durer, Rembrandt, Piranesi, Goya, Daumier, Munch, Picasso, and Jasper Johns. Original prints from the College collection will be studied. Alternate years.

Open to all students.

AREA III:***Europe and America******Eighteenth Century to the Present*****[129 THE DECORATIVE ARTS IN ENGLAND AND AMERICA]****Laing**

A study of the decorative arts in their historical context. Emphasis will be placed on furniture, silver, pottery, porcelain, and glass of the late seventeenth and eighteenth centuries. Alternate years.

Prerequisite: Art 15, 16 or permission

[218 EUROPEAN ART 1700-1850]**Moran**

Painting and sculpture in Europe from the Rococo period through Romanticism. Emphasis will be placed on major artists such as Goya, Ingres, Delacroix, Constable, and Turner. Alternate years.

Prerequisite: Art 15, 16

228 AMERICAN ART TO 1850**Laing**

A study of the artistic development in the United States from the Colonial period to the Civil War. Major emphasis will be placed on architecture, painting, and the decorative arts but sculpture will also be considered. Alternate years.

Prerequisite: Art 15, 16. Exceptions will be made for students majoring in American History and Literature to whom Art 15, 16 is strongly recommended.

230 REALISM TO POST-IMPRESSIONISM**Moran**

Painting and sculpture in Europe and America from ca. 1850-1900. Emphasis will be placed on major movements such as Realism, Impressionism, post-Impressionism, Symbolism, and Art Nouveau. Alternate years.

Prerequisite: Art 15, 16

253 EARLY TWENTIETH-CENTURY ART**Moran**

Developments in painting and sculpture in Europe and America from the turn of the century to World War II. Emphasis will be placed on major modern movements from Cubism through Surrealism.

Prerequisite: Art 15, 16

254 LATER TWENTIETH-CENTURY ART

Moran

Post-World War II developments in painting, sculpture, and other media in America and Europe. Such trends as Abstract Expressionism, Pop, Minimal Art, Environmental Art, and Photo-Realism will be considered.

Prerequisite: Art 15, 16. Art 253 is strongly recommended.

Additional Courses

[163], 164 DIRECTED STUDIES (½ or 1) The Department

Study of introductory level topic pursued under faculty direction. Content will vary according to needs of students. Either term may be elected independently.

Prerequisite: Art 15, 16 or permission

[206 ORIENTAL ART]

A study of the visual arts in India, China, and Japan. Alternate years.

Prerequisite: Art 15, 16

261, 262 SPECIAL STUDY (½ or 1) The Department

Study of a selected topic pursued by individual students under the close supervision of an instructor.

Prerequisite: Art 15, 16 and permission of the Department. Sophomores may be admitted with special permission. Either term may be elected independently.

351 SENIOR SEMINAR Moran

An examination of major topics in Western art. Papers will be presented to the group for discussion.

Open to seniors majoring in History of Art.

361, 362 INDEPENDENT STUDY IN ART HISTORY

The Department

Supervised independent study in a subject of the student's own choice, such as the intensive analysis of selected individual artists or topics from the history of drawing and graphic arts.

Prerequisite: Art 15, 16 and permission of the Department. Either term may be elected independently.

STUDIO ART

Loren Oliver

Professor, Chairman

Raymond Twiddy¹

Associate Professor

Janet Goldwater*

Visiting Assistant Professor

Joe Monk*

Visiting Assistant Professor

Zigmunds Priede

Visiting Assistant Professor

The major in Studio Art is based on Art 1, 10, and eight additional units in studio, with a concentration of three of these units in either drawing, painting, or printmaking (one of the three must be on the 300 level). The major program must also include the following courses in the history of art: Art 15, 16, one unit in twentieth century, and one unit prior to the twentieth century. The student majoring in Studio Art is required to present an exhibition of her creative work supported by a paper or an oral examination to fulfill the major requirements.

Students who seek advanced placement in studio must submit a portfolio for review by the studio instructors.

The Department reserves the right to retain not more than three works from each student. These works will be added to a collection of student art to be used at the discretion of the Department.

¹On leave for the year 1981-82

*Part-time

•1 INTRODUCTION TO STUDIO ART**Oliver**

A study of the basic principles and devices in drawing, with emphasis on such problems as line, form, perspective, and transition. One hour lecture, four hours of supervised studio.

•10 DESIGN**Priede**

A basic course in the fundamental pictorial elements of all artistic expression. Various two-dimensional media are used to study theories of contrast, color, form, material and texture, and rhythm. The course aims to develop an ability to understand and communicate original ideas through studies of nature, pure forms, and abstractions, as well as through the analysis of works of art. One hour lecture, four hours supervised studio.

•22 THREE DIMENSIONAL DESIGN**Monk**

A basic course exploring three-dimensional design using clay, wood, plastic, metal, and found material.

Prerequisite: Art 1 and 10 or permission

•104 INTRODUCTION TO DRAWING**Oliver**

A study of the materials and techniques of the masters. Emphasis will be placed on a basic approach to drawing in pencil, charcoal, chalk, silver point, pen and ink, wash, and mixed media. Six hours of supervised studio.

Prerequisite: Art 1 or 10 and permission

•108 INTRODUCTION TO PAINTING**Oliver**

Basic instruction in materials, techniques, composition, and color theory with particular emphasis on developing technical facility.

Prerequisite: Art 1 or 10 and permission

117 INTRODUCTION TO PRINTMAKING**Priede**

An introduction to the materials and techniques of relief printing and intaglio.

Prerequisite: Art 1 or 10 and permission

118 INTRODUCTION TO PRINTMAKING**Priede**

An introduction to the materials and techniques of lithography and screenprinting.

Prerequisite: Art 1 or 10 and permission

119 BASIC PHOTOGRAPHY**Goldwater**

A historical and practical study of the materials and techniques of artistic expression through the black-and-white photographic process. Will include camera and lighting techniques, film processing, a variety of printing methods, as well as some specialized techniques, including combination printing, toning, paper negatives, etc. Will include study of reproduction and original prints. Six hours of supervised studio.

Prerequisite: Art 1 or 10 and permission (enrollment limited)

•122 INTRODUCTION TO CERAMICS AND SCULPTURE**Monk**

An introduction to various three dimensional concepts. The course will combine technical exploration of the media and the development of the student's individual interests and ideas. Six hours of supervised studio.

Prerequisite: Art 1 or 10 or permission

201 DRAWING**Oliver**

Drawing in any media previously studied. The emphasis is on craftsmanship and an exploration into the creative possibilities of the various media. Six hours of supervised studio.

Prerequisite: Art 1, 10, and 104 or permission

202 SCULPTURE

Monk

Sculpture in any media previously studied.

Prerequisite: Art 22, 122 or permission

223, 224 PRINTMAKING

Priede

An exploration into the creative possibilities of relief printing and intaglio in the fall term and lithography and screen printing in the spring term.

Prerequisite: Art 1, 10, 117 or 118 or permission

225 PAINTING

Priede

Painting in any media previously studied. The emphasis is on craftsmanship and an exploration into the creative possibilities of the various media. Six hours of supervised studio.

Prerequisite: Art 1, 10, and 108 or permission

301, 302 ADVANCED PAINTING

Fall Term: Priede

Spring Term: Oliver

Advanced painting for those students who have demonstrated their ability to continue creative work on their own initiative in the media previously studied.

Prerequisite: Art 104, 225 and permission

303 ADVANCED DRAWING

Oliver

Advanced drawing for those students who have demonstrated their ability to continue creative work on their own initiative. Six hours of supervised studio.

Prerequisite: Art 201 and permission

[307], 308 ADVANCED PRINTMAKING

Priede

Advanced printmaking for those students who have demonstrated their ability to continue creative work on their own initiative. A continuation of techniques previously studied.

Prerequisite: Art 10, 104, 223 and permission

313, 314 STUDENT TEACHING IN ART

(See Education)

361, 362 INDEPENDENT STUDY IN STUDIO (½ or 1)

The Department

Individually planned program with area of emphasis related to the student's major area of concentration (see statement of the major). Supervised independent work.

Prerequisite: One 300 level course in the area of proposed study and permission

ARTS MANAGEMENT

Joseph R. Roach, Jr.

Program Director

The Arts Management Program is coordinated with a major in Art History, Studio Art, Music, Dance Theatre, or Theatre Arts. The purpose of the program is to give students practical experience in arts management within the framework of a liberal arts education.

Candidates may enter the program at the time they declare their major, usually at the end of the sophomore year. A minimum grade point average of 2.3 is required. Selection will be based on an interview with the Program Director and the chairman of the department in which the student is majoring.

The program consists of completion of all requirements for the major, three Economics courses (27: Introduction to Accounting, 28: Administrative and Financial Accounting, and 230: Fundamentals of Management), and three Arts Management Practica. The practica will be taught by the chairman of Concerts or Exhibitions, the Curator of the Sweet Briar Collection, department chairman, or other appropriate faculty member.

Upon satisfactory completion of the program, the student will receive a certificate acknowledging her participation.

240X or 240Y ARTS MANAGEMENT PRACTICUM (½ or 1)

Students will be introduced to the practical aspects of presenting artistic events on the campus. Projects will include the organization, promotion, and mounting of exhibitions, the booking and promotion of concerts, theatre, or dance productions, the cataloguing and care of the Sweet Briar Art Collection. A minimum of 10 hours per week for 1 unit, 5 hours per week for ½ unit.

341-342 ARTS MANAGEMENT PRACTICUM

The student will be responsible for the organization, promotion, and financing for a major artistic event (the presentation of a large exhibition, a residency by a touring dance or theatre company, a significant concert, etc.). Working closely with her faculty supervisor, the student will oversee the project from inception to conclusion. A final portfolio or record of the project will be kept and will form part of the final grade.

ASIAN STUDIES

Although no major is offered in Asian Studies, the following courses enable the student to gain some knowledge of the art, government, history, and religion of selected countries of Asia.

[Art 206 Oriental Art]

English 106 Chinese and Japanese Literature in Translation

Government 220 Comparative Politics of South Asia

Religion 219, 220 Religions of Asia

Social Studies 135, [136] Asian Civilizations

BIOLOGY

Ernest P. Edwards

Professor, Chairman

Margaret Simpson²

Professor

Langley Wood¹

Professor

Gary C. Smith

Visiting Associate Professor

Mark Polanshek

Assistant Professor

Joanne Rosinski

Assistant Professor

A student who elects Biology as her major subject must complete 11 units in biology, including Biology 351 and one course in each of the following areas: Plant Biology: 114 or 201, Animal Biology: 109 or 120, Molecular Biology: 100, Population Biology: 115. At least one course in the major must be a field course. In addition, she must take Chemistry 7 and 8. Organic chemistry, physics, and mathematics are strongly recommended. She must also satisfy the comprehensive requirement.

The Biology-Chemistry major is described on page 36, and Environmental Studies is described on page 50.

¹On leave for the year 1981-82

²On leave fall and winter terms

•3X or 3Y INTRODUCTION TO BIOLOGY

Fall Term: **Edwards**

Spring Term: **Polanshek, Rosinski, Simpson**

An introduction to the principles and methods of biology. Three hours lecture or discussion and one three-hour laboratory.

•9 PRINCIPLES OF BIOLOGY (1½)

Rosinski

Fundamentals of cellular, organismal, and population biology. For students who have a good science background at the secondary level. Not open to students who have received credit for Biology 3 or its equivalent. Three hours lecture and one three-hour laboratory.

Prerequisite: Placement by examination or permission

•100 CELL STRUCTURE AND FUNCTION (1½)

Rosinski

The characteristics of cells and their components. Emphasis will be on the role of subcellular structures in cell growth, reproduction, and function. Three hours lecture and one three-hour laboratory.

Prerequisite: Biology 3 or 9 or permission

105 GENETICS

Polanshek

An introduction to gene action and the principles of inheritance. Three hours lecture and discussion.

Prerequisite: Biology 3 or 9, and 100, or permission

109 COMPARATIVE VERTEBRATE MORPHOLOGY (1½)

Smith

Functional anatomy of vertebrates, with emphasis on evolutionary adaptations. Three hours lecture and two two-hour laboratories.

Prerequisite: Biology 3 or 9 or permission

[114 PLANT BIOLOGY (1½)]

Rosinski

A survey of the major groups of plants including their structure, evolution, reproduction, and economic significance. Three hours lecture and one three-hour laboratory. Alternate years.

Prerequisite: Biology 3 or 9 or permission

115 GENERAL ECOLOGY (1½)

Edwards

A study of the principles of ecology, primarily as illustrated by the terrestrial ecosystems in the Sweet Briar area, and the application of these principles to the study of human ecology. Three hours lecture and three hours laboratory or field work. Not open to freshmen. Excluded from Pass/Fail grading.

Prerequisite: One course in biology

•116 ORNITHOLOGY

Edwards

A study of birds, their identification, structure, and habits. Two hours lecture and 2½ hours laboratory or field work. Field schedule to be arranged. Excluded from Pass/Fail grading.

Prerequisite: One unit of a laboratory science

117Y FIELD NATURAL HISTORY

Edwards

A study of the interactions of organisms which determine community structure in the deciduous forest and nearby ecosystems, involving primarily identification and population ecology. Two hours lecture and 2½ hours laboratory work or field work. Excluded from Pass/Fail grading. Alternate years.

Prerequisite: One unit of a laboratory science

[120 INVERTEBRATE ZOOLOGY (1½)]**Simpson**

An introduction to the study of the invertebrate groups, excluding insects. Emphasis is placed on phylogenetic relationships, functional morphology, and natural history. Three hours lecture and one three-hour laboratory. Open to freshmen by permission. Alternate years.

Prerequisite: Biology 3 or 9 or permission

161, 162 SPECIAL STUDY (½ or 1)**The Department**

Individual study of some selected topic in biology. Open by permission. Either term may be selected independently.

201 PLANT PHYSIOLOGY (1½)**Rosinski**

An exploration of how plants function, including the flowering process, dormancy, hormonal regulation, nutrition, and behavior. Examples from applied areas of the plant sciences such as agriculture and horticulture will be discussed. Three hours lecture and one three-hour laboratory. Alternate years.

Prerequisite: One unit of chemistry and either Biology 100 or 114 or permission

[203 PRINCIPLES OF DEVELOPMENT (1½)]**Polanshek**

An inquiry into the control of differentiation and morphogenesis, including concepts derived from plants, animals, and microbes. The generation and testing of hypotheses will be emphasized. Three hours lecture and discussion and two two-hour laboratories. Alternate years.

Prerequisite: Biology 100 and 105 or permission

206 MICROBIOLOGY (1½)**Polanshek**

Structure, physiology, and ecology of bacteria and other microorganisms. Three hours lecture and two two-hour laboratories. Alternate years.

Prerequisite: Biology 100 and one unit of chemistry, or permission

208 VERTEBRATE HISTOLOGY (1½)**Simpson**

A study of the microanatomy and function of vertebrate tissues and organs. Three hours lecture and two 1½-hour laboratories. Open to sophomores by permission. Alternate years.

Prerequisite: Biology 100 and 109 or permission

ENVIRONMENTAL STUDIES 216**AQUATIC ECOLOGY (1½)**

See page 50.

[226 COMPARATIVE ANIMAL PHYSIOLOGY (1½)]**Simpson**

A study of animal function, with examples drawn from all the major phyla. Emphasis is placed on functional adaptations to common environmental problems such as food, oxygen, water, and temperature. An independent project is expected as part of the laboratory work. Three hours lecture, one four-hour laboratory. Alternate years.

Prerequisite: Biology 109 or 120, and any one of the following: 100, 206, 208, 241; Chemistry 7 and 8; or permission

[241 CELL AND MOLECULAR BIOLOGY (1½)]

Rosinski

An examination of recent work in major areas of cell biology, including membrane phenomena, cellular compartmentation, bioenergetics, metabolic regulation, and immunology. The laboratory will consist of projects using current experimental approaches and techniques. Three hours lecture and discussion and one four-hour laboratory. Alternate years.

Prerequisite: Biology 100 and Chemistry 109 (may be taken concurrently); or permission

351 SENIOR SEMINAR IN BIOLOGY Polanshek, Rosinski

Papers and discussions dealing with selected current topics. Required of seniors majoring in the department; open to others by permission. One two-hour period per week.

361, 362 INDEPENDENT STUDY IN BIOLOGY (½ or 1) The Department

Topics or laboratory problems pursued independently by each student under supervision. Open to seniors majoring in Biology and to other qualified students with permission. Either term may be elected independently.

BIOLOGY-CHEMISTRY

Barbara Blair

Ernest P. Edwards

Advisers

A student who chooses to major in Biology-Chemistry must complete six units of biology and six units of chemistry (exclusive of 115) at the 100 level or above; at least four of these 12 units must be at the 200 level or above. In addition, Physics 104 or 105 and Mathematics 24 are required.

The senior comprehensive requirement will be satisfied by an examination, the form of which will be determined by consultation among the student and the advisers early in the fall of her senior year.

This major will prepare a student for most medical, veterinary, or other professional health programs if the required Biology units are selected from among the following: 100, 105, 109, 203, 206, 208, 226.

BUSINESS: DUAL DEGREE IN BUSINESS

Reuben G. Miller

Adviser

The Dual Degree Program in business enables a student to earn an A.B. degree with a liberal arts major from Sweet Briar College and a B.S. degree in business from a cooperating institution in five years. Under this program the student attends Sweet Briar for three academic years and either the McIntire School of Commerce of the University of Virginia, or the College of Industrial Management at the Georgia Institute of Technology for two academic years to fulfill the dual degree requirements.

A student who elects the 3-2 program in business must complete a minimum of 29 units at Sweet Briar. She must satisfy the requirements for her major unless certain courses taken at the cooperating institution can be counted toward the major. These requirements include the satisfactory completion of the comprehensive requirement in the spring of her junior year.

In addition, she must complete the following courses before leaving Sweet Briar: Economics 3, 4, 27, 107, and 108; two units in finite mathematics or calculus; two units in humanities (includes art, classics, drama, English above the 100 level, foreign literature in translation and courses in a foreign language beyond the degree requirements, music, philosophy, religious studies, and speech communication); and one unit in public speaking (may be deferred and taken at the cooperating institution).

A student interested in this program should consult with Professor Miller, pre-business adviser. In order to permit sufficient time to plan to meet the requirements of the program, early enrollment is strongly recommended.

CHEMISTRY

Barbara Blair

Professor, Chairman

John R. McClenon

Professor

Susan Piepho

Associate Professor

A student who elects Chemistry as her major subject must complete eleven units in chemistry, exclusive of Chemistry 2, 7, 8, 10, and 115. One course in physics at the 200 or 300 level may be used in place of one course in chemistry to meet the eleven unit requirement. Chemistry 102, 109, 110, 207, 208, 351, and 352 must be included. Physics 6 (or 104 or 105) and Mathematics 24 are required and are prerequisite to Chemistry 207, 208.

Students who major in Chemistry must also satisfy the senior comprehensive requirement.

Because of the necessary sequence of courses it is strongly recommended that a student who considers majoring in Chemistry start its study in her freshman year and consult with the Department before registering for her sophomore courses. These students should elect Chemistry 7, 8 during the freshman year, if possible.

A reading knowledge of German and an introduction to the uses and applications of the computer are desirable.

Courses designated (TCC) are offered under the auspices of the Tri-College Consortium in Chemistry and taught by chemistry faculty at Randolph-Macon Woman's College (RMWC) and Lynchburg College (LC) as well as Sweet Briar College (SBC).

•2 CHEMISTRY FOR THE LIBERAL ARTS

McClenon

A survey of the basics of chemistry through the study of several specific and timely topics involving applied chemistry. Areas of emphasis may include biologically important compounds, nuclear energy, space, macromolecules, or the origin of life. Three hours lecture and discussion, and one three-hour laboratory. This course does not serve as a prerequisite for any other course in chemistry.

•7 GENERAL CHEMISTRY I

McClenon, Blair, Piepho

An introduction to atomic structure, bonding, and the chemical elements. Solids, liquids, gases, and solution stoichiometry will also be discussed. Three hours lecture and discussion, and one three-hour laboratory.

•8 GENERAL CHEMISTRY II (1½)

The Department

Selected topics in chemistry including chemical equilibrium, thermodynamics, and reaction kinetics. Four hours lecture and discussion, and one three-hour laboratory.

Prerequisite: Chemistry 7

•10 NEUROCHEMISTRY

Blair

An introduction to the study of chemicals involved in transmission of nerve impulses and of compounds which modify transmission, including psychoactive drugs.

Prerequisites: Chemistry 7, Biology 3 or permission

102 ANALYTICAL CHEMISTRY (1½)**Blair**

A study of modern methods of chemical separation and analysis including theoretical bases and practical applications. Analyses will utilize gas and ion exchange chromatography, potentiometric and spectrophotometric methods, and atomic absorption spectroscopy.

Prerequisite: Chemistry 8

[104 INORGANIC MATERIALS]

A study of structure, bonding, and properties of inorganic materials. Topics will include the chemistry of metals, semiconductors, ceramics, and glasses. New developments in materials applications will be emphasized.

Prerequisite: Chemistry 8

[105Y RADIOCHEMISTRY (TCC)]**Summerlin (LC)**

A study of the fundamentals of radiochemistry. Topics to be covered include nuclear structure, radioactive decay laws, interaction of radiation with matter, types of detectors, radioactive dating techniques, and radioisotope applications. An integrated laboratory approach will be followed.

Prerequisite: Chemistry 8

•109, 110 ORGANIC CHEMISTRY (1½)**McClenon**

A study of the chief classes of carbon compounds including their syntheses and the mechanisms of their reactions. Laboratory work includes the techniques of separation, purification, and synthesis of organic compounds. The use of the chemical literature and spectroscopic methods is also covered. Three hours lecture and one three-hour laboratory.

Prerequisite: Chemistry 8

115 CHEMISTRY IN ACTION (TCC) (½)**The Department**

A field course with pre- and post-trip conferences and readings. Industrial, medical, and hospital laboratories and nuclear facilities may be included. One long and two local trips are planned. One long and two short papers are required. Open for audit as well as credit. This course may be taken only on a pass-fail basis.

Pre- or co-requisite: Chemistry 2 or 7

**180 MICROPROCESSOR PROGRAMMING AND APPLICATIONS
McClenon**

The applications of microprocessors to scientific problems. This course includes digital logic, machine-language programming, and the control of instruments by computer. Two hours lecture and one three-hour laboratory.

Prerequisite: permission

207, 208 PHYSICAL CHEMISTRY**Piepho**

A study of the principles, generalizations, and theories of chemistry including thermodynamics, chemical equilibrium, kinetics, and atomic and molecular structure. Three hours lecture.

Prerequisite: Chemistry 102 and 110, Mathematics 24, and Physics 6 (or 104) or permission

**207L, 208L PHYSICAL CHEMISTRY
LABORATORY (½)****Piepho**

Experiments in physical chemistry including experiments in thermodynamics, chemical equilibrium, kinetics, and computer usage. One three-hour laboratory.

Pre- or co-requisite: Chemistry 207, 208

221 BIOCHEMISTRY

Blair

The study of biomolecules, energy transformations, and chemical reactions in living cells and the process of self-replication of living organisms. Three hours lecture.

Prerequisite: Chemistry 109

221L BIOCHEMISTRY LABORATORY

($\frac{1}{2}$)

Blair

Characterization of biochemical compounds and the experimental study of enzymatic reactions.

Pre- or co-requisite: Chemistry 221

232 TOPICS IN BIOCHEMISTRY

Blair

A detailed study of selected topics of current interest such as specialized areas of metabolism, translation of the genetic code, or regulation of gene expression.

Prerequisite: Chemistry 221 or permission

261, 262 SPECIAL STUDY ($\frac{1}{2}$ or 1)

The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission

302 ELECTROCHEMISTRY

McClenon

The theoretical and practical aspects of analysis and synthesis of chemical compounds using electro-chemical techniques will be covered. Synthesis of organic and inorganic compounds and analyses using techniques such as potentiometry, coulometry, polarography, and conductivity will be included. Two hours lecture and one three-hour laboratory.

Prerequisite: Chemistry 207, or Physics 104 or permission

309 ADVANCED ORGANIC CHEMISTRY

McClenon

A theoretical study of selected topics of current research in both synthesis and mechan-

isms of reactions. Three hours lecture. Given when desired by sufficient number of students.

Prerequisite: Chemistry 208 or permission

351, 352 SENIOR SEMINAR IN CHEMISTRY ($\frac{1}{2}$, $\frac{1}{2}$)

The Department

Special topics in chemistry to be pursued individually and presented to the group for discussion. Required of senior majors. Open to other qualified students in the department by permission.

361, 362 INDEPENDENT STUDY IN CHEMISTRY ($\frac{1}{2}$ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Chemistry 102, 110 and permission

BIOLOGY-CHEMISTRY

See page 36

CLASSICAL STUDIES

Kenneth T. Wright, Jr.

Professor, Chairman

Reynold Burrows¹

Professor

The Department of Classical Studies seeks to provide any student with a knowledge of those Greek and Latin authors who stand in undiminished stature against the rivals of two thousand years, to keep alive the classical past and its relevance to modern problems, and to put before today's student an awareness and understanding of the Graeco-Roman roots of our own civilization — its language, thought, and institutions. The basis for studying the Classics is an accurate knowledge of both of the classical languages, which alone gives real access to

¹On leave for the year 1981-82

the ancient world. Without neglecting the history and culture of the ancient world or forgetting the fascination, transmission, and vitality of the classical heritage, the Department concentrates on a limited number of great authors who addressed themselves to thoughts, ideas, and issues which are as vital to the twentieth century as they were to the civilizations of Greece and Rome and whose texts have been the inspiration of every worthwhile European mind.

A student who majors in Classical Studies may regard her major as a valuable component of a liberal education, as a foundation for graduate work in comparative literature, in various fields of language, in particular areas of history, in the broad discipline of classics itself, and, with additional course work, in classical archaeology, and as background for broadly diversified careers in the professions, business, and public service. Classical Studies as a major has particular relevance as a preparation for careers in teaching, law, writing, and the church, where an understanding of man's behavior in the light of his traditions and influences is required. There is a shortage of qualified candidates to meet the new demand for Latin teachers, and a major with the proper choice of courses early in her college career can also meet the certification requirements for teaching Latin in the secondary schools of the State of Virginia and in many other states. Majors contemplating graduate study are reminded that command of both classical languages is necessary and it is recommended that they begin the study of Greek at the earliest opportunity.

The Department offers three separate majors: Greek, Latin, and Classical Civilization.

The major in Greek consists of eight units in the Department, of which six must be in Greek language courses, exclusive of Greek 1-2, and two units in Latin. In addition, two units in ancient history are required.

The major in Latin consists of ten units in the Department, of which eight must be in Latin language courses, exclusive of Latin 1-2, and two units in Greek. In addition, two units in ancient history are required.

The major in Classical Civilization is designed for students who desire a broad familiarity with the classical world and of the ancient cultural traditions which underlie Western civilization, but who do not wish to concentrate so heavily on the study of the ancient languages themselves. The nucleus of this major consists of two units of study beyond the elementary level in either classical language and a minimum of ten units in English translation, including Classics 113 or 114, 116, 221 and 222, 351 or 352, History 101 and 102, and three additional courses in ancient art, classical civilization, ancient philosophy, or, when their content is appropriate, advanced courses (those numbered 200 or higher) in English, European Civilization, and religion approved by the Department. Two courses in the ancient languages above the intermediate level (35, 36) may be counted toward the major. This major does *not* provide adequate preparation for graduate study in classics unless supplemented by additional work in both Greek and Latin. Nor is it suitable for students who may be contemplating a professional career as teachers of Latin or Greek, e.g., in high school, as the language work is insufficient for this purpose.

In the last term of the senior year all students majoring in the Department will be required to satisfy the comprehensive requirement by demonstrating proficiency in an ancient language or languages, a knowledge of the major classical authors in their literary and historical contexts, and of the culture and history of the ancient world. A student majoring in Classical Civilization will be required to demonstrate a reading knowledge of Latin or Greek to the level of Latin 36 or Greek 36. The precise nature of the exercise will be determined in the fall term of the senior year by the Department in consultation with the students.

To assist her in preparing for the comprehensive exercise, during the course of the junior and senior years a major will be required to cover a reading list in English translation of important works not read in courses normally offered by the Department.

In order to increase the diversity of courses available to students, by agreement between the two departments, a student in the Department of Classical Studies at Sweet Briar may elect, with departmental approval, certain courses in areas or authors offered by the Classics Department at Randolph-Macon Woman's College.

GREEK

•1-2 ELEMENTARY GREEK

Wright

The essentials of classical Greek grammar and syntax necessary for a foundation in reading the ancient authors, with written exercises and translation. Selected prose is read in the spring term.

[•35, 36 INTERMEDIATE GREEK]

Burrows

Readings in selected Greek authors, supplemented by a review of basic grammar and syntax, with emphasis on developing the student's proficiency in accurate reading and critical analysis of literary texts.

Prerequisite: Greek 1-2 or two units of Greek at entrance

[121 GREEK HISTORIANS]

Wright

Readings in the major Greek historians with particular attention to content, literary and historical technique, and historical perspective.

Prerequisite: Greek 35, 36 or the equivalent, or permission

[122 PLATO]

Burrows

Selected readings from the dialogues of Plato; lectures and discussion on Platonic thought and style.

Prerequisite: Greek 35, 36 or the equivalent, or permission

[221 GREEK EPIC]

Burrows

Language, style, and content of the Homeric epic, with readings in the *Iliad* and *Odyssey*.

Prerequisite: Greek 35, 36 or the equivalent, or permission

[222 GREEK DRAMA]

Burrows

One or two plays studied in detail, with special attention to their relevant cultural contexts, poetic and dramatic structure, use of mythical material, and treatment of character.

Prerequisite: Greek 35, 36 or the equivalent, or permission

261, 262 SPECIAL STUDIES IN GREEK

The Department

Selected topics pursued by individual students under supervision of a member of the department. The content of the course will vary according to the interests and needs of the students. Either term may be elected independently.

Prerequisite: permission

LATIN

•1-2 ELEMENTARY LATIN

Wright

An introduction to the essentials of the Latin language with emphasis on developing facility in reading Latin literature. Written exercises and translation. Selected prose is read in the spring term.

•35, 36 INTERMEDIATE LATIN

Wright

Fall term: Readings from Cicero, with special attention to problems of language for students who need a review of basic grammar and syntax. Spring term: Readings from Vergil's *Aeneid*, Books 1-6.

Prerequisite: Latin 1-2 or two or three units of Latin at entrance

121 ROMAN HISTORICAL WRITING

Wright

Readings from the Roman historians, with particular emphasis on Livy.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

126 LATIN POETRY

Wright

Selected readings from the *Odes* of Horace; the lyric poetry of Catullus; the elegists Tibullus, Propertius, and Ovid. Consideration of the more common verse forms used in Latin poetry. The topic varies from year to year.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

[223 CICERO]

Burrows

Readings in the philosophical treatises of Cicero with emphasis on ethical and political thought as well as literary style.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

[224 VERGIL]

Wright

Selected books of the *Aeneid*, with particular attention to books 7-12. Informal lectures and class discussions will deal with thematic, literary, stylistic, and structural issues. Background reading on literary appraisal of the poem, its historical context, and problems of its interpretation.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

[225 CAESAR]

Wright

The literary character of Caesar's writings and the way in which they reflect his personality, with emphasis on Caesar as prose stylist in the *Bellum Civile*.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

[226 LUCRETIVS]

Burrows

Reading of selections from *De Rerum Natura*, with emphasis on the philosophic and literary features of the poem.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

[231 ROMAN SATIRE]

Burrows

An introduction to Rome's unique literary genre, with close reading of selected works of Horace, Persius, and Juvenal, supplemented by discussion of the origins, definitions, and history of satire.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

[232 TACITUS]

Wright

Tacitus' approach to history as revealed by those portions of his works (with emphasis on the *Annals*) which illustrate such topics as his view of the nature and effects of autocracy and of the value, influence, and shortcomings of Roman civilization.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

261, 262 SPECIAL STUDIES IN LATIN

The Department

Selected topics pursued by individual students under supervision of a member of the department. The content of the course will vary according to the interests and needs of the students. Either term may be elected independently.

Prerequisite: Permission

CLASSICAL CIVILIZATION

The following courses do not require a knowledge of the Greek and Latin languages.

•9 CLASSICAL MYTHOLOGY

Wright

A study through reading, illustrated lectures, and discussion of the range and content of the more important myths of the ancient

Near East and Greece, and an examination of the historical basis of the myths and their place in Greek and Near Eastern literature and culture in general. An examination of myth as a concept and of various theories concerning its nature and origin. Some consideration will be given to comparative mythology and to various ways of analyzing myths.

**•12 THE ARCHAEOLOGY OF GREECE:
AN INTRODUCTION**

Wright

An introductory course in the archaeology of Greece and the Aegean region from the Bronze Age Minoan and Mycenaean civilizations to the Hellenistic Age. Emphasis on the remains and monuments (structures, art objects, and objects of everyday use) at major sites, the techniques used to recover, interpret, and reconstruct them, and the contributions of archaeological discovery to the study and growth of Greek culture and the beginnings of our Western cultural heritage. Illustrated lectures and discussion.

**[•113, 114 GREEK LITERATURE IN
TRANSLATION]**

Burrows

Reading, analysis, and discussion of the major pieces of ancient Greek literature of the preclassical and classical periods from Homer to Aristotle. Fall term: Homer's *Iliad* and *Odyssey*, the lyric poets, Aeschylus, Sophocles, Euripides, and Aristophanes. Spring term: Herodotus, Thucydides, Plato, and Aristotle. Either term may be elected independently.

**•116 LATIN LITERATURE IN
TRANSLATION**

Wright

A survey of major works of Latin literature from the Early Republic to the second century AD, exploring the varying aims and achievements of a diversity of authors such as Plautus, Terence, Cicero, Catullus, Lucretius, Vergil, Horace, Livy, Ovid, Petronius, Seneca, Persius, Juvenal, and Tacitus and setting each writer and his work against the particular background of the society in which it was written.

**[•118 WOMEN IN GREECE AND ROME]
Wright**

The role and status of women in ancient society from the Greek Bronze Age through the first century of the Roman Empire, as presented in primary literary, historical, medical, legal, and religious documents; consideration of relevant archaeological evidence. Alternate years.

**[221 ATHENS IN THE AGE OF
PERICLES]**

Burrows

A study of the history, literature, social and cultural values, art, and religion of Athens in the mid-fifth century BC.

**[222 ROME IN THE AGE OF
AUGUSTUS]**

Burrows

An investigation of the political, social, moral, and artistic life of Rome from 31 BC to AD 14, with a detailed investigation of the phenomenon known as the Principate. Selections from primary sources, literary and epigraphical, with supplementary study assignments to achieve an integrated view of the period.

[351 or 352 SEMINAR]

The Department

Study of topics not ordinarily covered by current course offerings. May include any area of classical civilization or of classical influence on later civilization. Topics will be selected to satisfy students' special areas of interest or need. Open to seniors majoring in the Department and to other qualified students with permission.

DANCE THEATRE

See page 95

ECONOMICS

See page 85

EDUCATION

Byrd Stone

Associate Professor, Chairman

William E. Royalty

Assistant Professor

Students who are interested in preparing to teach in early-childhood, elementary, and secondary schools are urged to consult a member of the Department during the freshman year in order to elect a proper sequence of courses to qualify for a teaching certificate.

Students who successfully complete the approved program of studies provided by the Department in compliance with standards that have been approved by the Virginia State Department of Education, are qualified for certification in states party to the Interstate Certification Compact. A brochure describing this program is available from the Department. To gain admission to the program, a student must make written application, using forms which may be obtained from a member of the Department staff. Many courses that are offered may be elected by students who wish to study education only as a cultural institution and not as preparation for teaching.

[7 TEACHING HEALTH IN THE ELEMENTARY SCHOOL]

Royalty

Insight into various aspects of teaching health at the elementary level. It will include course content for grade levels, developing units, lesson plans, and sources of materials to be used in teaching. Alternate years.

Prerequisite: Permission

•11 HEALTH DYNAMICS

Royalty

The course is designed to promote and develop health knowledge, attitudes, and skills useful in adult life. The major health topics covered will include mental health, drugs, diet and fitness, human sexuality, and consumerism.

[•110 INTRODUCTION TO EDUCATION]

Royalty

A survey course that will introduce the student to the basic theories and ideas associated with education and teaching. Emphasis will be placed on what teaching is, what to teach, student/teacher interactions, teaching methods, planning, tests and measurements, discipline, historical perspectives, and current problems in education. Observation of actual teaching situations will be included. Alternate years.

Prerequisite: Permission

203 EDUCATIONAL PSYCHOLOGY

Royalty

The psychological basis of modern educational theory and practice.

205 PRINCIPLES OF EDUCATION

Royalty

A survey of the purposes, organization, and practices of American education with some emphasis on comparative education.

Prerequisite: Permission

207 or •208 THE PRE-SCHOOL CHILD: THEORY AND PRACTICE

Stone

An introductory study of the growth and behavior of the young child. Four hours of observation and teaching and one hour of lecture and discussion.

Prerequisite: Permission

209 TEACHING READING AND CHILDREN'S LITERATURE

Stone

Principles, techniques, and materials used in teaching reading skills and children's literature in elementary schools.

210 CONTEMPORARY PROBLEMS IN EDUCATION

Royalty

The historical and philosophical background of modern educational problems; the role of education in relation to society. Alternate years.

300 ELEMENTARY SCHOOL METHODS
Stone

Curriculum, principles, and methods of the elementary school, kindergarten through grade 7. A study of teaching objectives and classroom procedures. A project in correlation with Education 304 is required.

Prerequisite: Permission. May be taken only while enrolled in Education 304.

302 SECONDARY SCHOOL METHODS
Royalty

The organization of instruction and the selection of appropriate classroom teaching aids. A project in correlation with Education 306 is required.

Prerequisite: Permission. May be taken only while enrolled in Education 306.

304 STUDENT TEACHING IN THE
ELEMENTARY SCHOOL (2)

Stone

Observation, supervised practice teaching, and participation in school activities for a minimum of 15 hours a week (totaling at least 130 clock hours) at the elementary school level. Required for certification.

Prerequisite: Permission

306 STUDENT TEACHING IN THE
SECONDARY SCHOOL (2)

Royalty

Observation, supervised practice teaching, and participation in school activities for a minimum of 12 hours a week (totaling 130 clock hours) at the secondary school level. Required for certification.

Prerequisite: Permission

309 or 310 ADVANCED NURSERY
SCHOOL AND KINDERGARTEN
PRACTICE

Stone

Six hours of teaching nursery school and kindergarten with an independent project involving the pupils.

Prerequisite: Education 207 or 208 and permission

312 THE DIAGNOSTIC TEACHING OF
READING

Stone and visiting lecturers

The theory and techniques of diagnosing reading difficulties in elementary school children and providing instruction to fit their individual needs. Two hours lecture and discussion, two hours tutoring in area schools per week. Students taking this course should have a car available.

Prerequisite: Education 209 and permission

313, 314 STUDENT TEACHING IN ART
($\frac{1}{2}$, $\frac{1}{2}$)

Stone, Oliver

Observation and supervised practice teaching in the field of art at the elementary level for a minimum of 30 clock hours.

Prerequisite: Art Studio 1 or 2 and 1 unit in education and permission

361, 362 INDEPENDENT STUDY IN
EDUCATION ($\frac{1}{2}$ or 1)

The Department

Special topics in education pursued by individual students under supervision.

Open, with permission of the Department, to juniors or seniors. Either term may be elected independently.

ENGINEERING:
PRE-ENGINEERING
STUDIES

George H. Lenz

Adviser

The student who plans to enter the dual-degree program in Engineering or Computer Science should elect the Pre-Engineering major. The first three years or 29 units are completed at Sweet Briar, where the student receives a broad liberal arts education and meets the requirements for the technical program. The remainder of the program (usually two years) is completed at one of the several affiliated institutions. Grades and credits will be transferred to Sweet Briar so

that the student can satisfy the requirements for graduation and graduate with her class from Sweet Briar.

Any student considering the Pre-Engineering major should consult the adviser as early as possible to plan her three-year program and obtain a list of the required courses. In her freshman year, she should elect Math 23, 24 and two units of a laboratory science.

The comprehensive requirement will be completed during the third year at Sweet Briar and will be determined by consultation among the student, the adviser and a representative of the department of primary interest.

ENGLISH

Ross H. Dabney
Professor, Chairman

Ralph Aiken
Professor

Richard C. Rowland
Professor

Lee Piepho
Associate Professor

William E. Smart, Jr.
Associate Professor

John E. Savarese
Assistant Professor

Karl Tamburr²
Assistant Professor

Janice Carlisle^{}**
Visiting Assistant Professor

Thomas C. Allen^{*}
Lecturer

Bernice Grohskopf
Writer-in-Residence

The Department offers majors in English and in English and Creative Writing.

A student who elects English as her major subject must complete at least eight units

within the Department. The work of the major must include at least three units from the following courses: 213, 217, 219, 223, 225, 226, 237, 238, 240, Theatre Arts 283; at least two units from the following courses: 241, 242, 267, 268, 273, 274, Theatre Arts 284; and at least two units from the following courses: 279, 280, 293, 294, 297, 298. English 229, 230, 231, and 232, as well as winter-term courses, may satisfy these requirements when their material is appropriate. History 107, 108, History of Modern Britain, is strongly recommended as an elective.

No course below the 100-level may be counted toward the majors in English or in English and Creative Writing.

In the last term of her senior year the student majoring in English must complete a comprehensive exercise that demonstrates a knowledge of the major periods of English and American literature. The exact form that the exercise will take will be determined in the fall of the senior year by the Department in consultation with the students. If a senior thesis is elected to fulfill this requirement, it must draw upon materials from at least three literary periods and it must be completed by the date of the comprehensive examination. No academic credit will be given for this thesis.

English 101, 102, or the equivalent, is a prerequisite to the major in English and Creative Writing, and should be taken no later than the sophomore year. A student who elects English and Creative Writing as her major subject must complete at least four additional units in writing, including 361, 362 in the senior year, and six units in literature. The work of the major must include at least two units from the following courses: 213, 217, 219, 223, 225, 226, 237, 238, 240, Theatre Arts 283; at least two units from the following courses: 241, 242, 267, 268, 273, 274, Theatre Arts 284; and at least two units from the following courses: 279, 280, 293, 294, 297, 298. English 229, 230, 231, and 232, as well as winter term courses, may satisfy these requirements when their material is appropriate.

²On leave fall and winter terms

^{*}Part-time

^{**}Fall term

The majors in American Studies are described on p.27. The majors in Theatre Arts and Dance Theatre are described under Theatre Arts.

English 1, Thought and Expression, is required of all freshmen except those who are exempted or advanced. A student who fails English 1 may be required to take Composition in the winter term.

•1 THOUGHT AND EXPRESSION

The Department

The study of prose, poetry, and drama as a basis for training in writing.

•4 CHAUCER, SHAKESPEARE, AND MILTON

Tamburr

A study of selected works by these three writers.

•6 INTRODUCTION TO CREATIVE WRITING

Grohskopf, Smart

The study and writing of autobiography and short fiction.

Prerequisite: Permission

•8 WOMEN AND LITERATURE

Aiken

A study of women characters and women writers in English, American, and foreign literature.

•16 AMERICAN FICTION

Savarese

Classic writers (such as Poe, Hawthorne, Twain, James, Wharton, and Fitzgerald) considered as novelists, short-story writers, or both.

•20 RUSSIAN LITERATURE IN TRANSLATION

Rowland

A reading of significant works — drama, fiction, and autobiography — of the nineteenth and twentieth centuries, by such writers as Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and Solzhenitzyn.

[•24 LITERATURE OF CHILDHOOD]

Rowland

A study of the image of the child in both adult and children's works by such writers as Blake, Dickens, Carroll, James, and McCullers.

•26 WORLD FICTION SINCE 1945

Piepho

A reading of significant American and foreign fiction since World War II, by such writers as Borges, Camus, Solzhenitzyn, and Fowles. Foreign works will be read in translation.

[•28 ADVANCED COMPOSITION]

The study and writing of expository prose.

Admission by permission.

103, 104 MAJOR BRITISH WRITERS

Fall Term: **Aiken**

Spring Term: **Tamburr**

A study of important works of major writers. Fall term: Chaucer, Shakespeare, Milton, and a selection from the lyric poets. Spring term: Swift, Pope, Fielding, Wordsworth, Keats, Dickens, Yeats, and Joyce. Either term may be elected independently. Freshmen admitted by permission.

106 CHINESE AND JAPANESE LITERATURE IN TRANSLATION

Rowland

A reading of works representative of the Chinese and Japanese literary traditions. Freshmen admitted by permission.

•161, 162 SPECIAL STUDY (½ or 1)

The Department

Topics in literature or writing pursued by individual students under supervision. Either term may be elected independently.

Open with permission of the Department to specially qualified sophomores and spring-term freshmen.

177, 178 MAJOR AMERICAN WRITERS

Fall Term: **Savarese**

Spring Term: **Dabney, Allen**

The development of the literature of the United States, with detailed consideration of some of the major writers of the nineteenth and twentieth centuries. Fall term: The beginnings to 1880. Spring term: 1880 to the present. Either term may be elected independently. Freshmen admitted by permission.

[213 STUDIES IN MEDIEVAL LITERATURE]

Tamburr

The study of selected medieval works both in the original and in translation. Alternate years.

Sophomores admitted by permission.

[217 HISTORY OF THE ENGLISH LANGUAGE]

Tamburr

A study of the continuing development of English words, grammar, and syntax, including sources of vocabulary and changes of form, sound, and meaning.

Sophomores admitted by permission.

219 CHAUCER

Dabney

A reading of Chaucer's major works. Alternate years.

Sophomores admitted by permission.

[223 ENGLISH DRAMA]

Aiken

A study of the major works of English drama from the beginnings to 1642, excluding Shakespeare. Alternate years.

Sophomores admitted by permission.

225 SHAKESPEARE: TWELVE PLAYS

Rowland

A reading of twelve plays chosen from the various forms of drama and periods of Shakespeare's career, excluding those to be studied in English 226.

Sophomores admitted by permission.

226 SHAKESPEARE: SIX PLAYS

Tamburr

A reading of *Richard II*, *A Midsummer Night's Dream*, *As You Like It*, *Othello*, *King Lear*, and *The Winter's Tale*.

Sophomores admitted by permission.

[229, 230 STUDIES IN AMERICAN LITERATURE: I]

Fall Term: **Rowland**

Spring Term: **Savarese**

Fall term: Life in Virginia as reflected in novels, journals, poetry, and other documents from the early voyages to the present. Spring term: Modern urban life and surroundings as viewed by the arts (fiction, poetry, drama, photography, and painting) and the social sciences. Taught with the participation of the Division of Social Studies and the Department of History of Art. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[231], 232 STUDIES IN AMERICAN LITERATURE: II

Savarese

Spring term: The Mark Twain Era. A study of the major fiction, humor, and satire of Mark Twain, in comparison with works of other leading writers of his time, such as Harriet Beecher Stowe and William Dean Howells. Any term of 229, 230, 231, 232 may be elected independently. Alternate years.

Sophomores admitted by permission.

237, 238 ENGLISH LITERATURE OF THE RENAISSANCE

Piepho

Fall term: Sixteenth-century prose and poetry. Spring term: Seventeenth-century prose and poetry. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[240 MILTON]

Aiken

A reading of Milton's major works. Alternate years.

Sophomores admitted by permission.

[241, 242 ENGLISH LITERATURE OF THE RESTORATION AND THE EIGHTEENTH CENTURY]

Aiken

Fall term: Drama, poetry, and prose of the Restoration and early eighteenth century, with emphasis on Restoration comedy, Dryden, Swift, and Pope. Spring Term: Drama, poetry, and prose of the latter part of the eighteenth century, with emphasis on Johnson and the novel. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

267, 268 ENGLISH LITERATURE OF THE NINETEENTH CENTURY

Fall Term: **Carlisle**

Spring Term: **Dabney**

Fall term: Romantic poetry and prose, with emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Spring term: Victorian poetry and prose, with emphasis on Tennyson, Browning, and Arnold. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[273, 274 THE ENGLISH NOVEL]

Dabney

A chronological study of the English novel through the nineteenth century. Fall term: Defoe to the Brontës. Spring term: Dickens to James. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

279, 280 MODERN DRAMA

Aiken

Fall term: An intensive study of plays by Ibsen, Strindberg, Chekhov, Shaw, Synge, and O'Casey. Spring term: A survey of continental, British, and American plays from World War I to the present. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[293, 294 MODERN POETRY]

Rowland

A chronological study of significant American and British poets of the modern

period. Fall term: Emphasis on Hopkins, Yeats, and Eliot. Spring term: A selection of contemporary poets. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

297 TWENTIETH-CENTURY AMERICAN FICTION

Rowland

A study of significant American fiction of the twentieth century, by such writers as Wharton, Dreiser, Fitzgerald, Hemingway, Faulkner, and Bellow. Alternate years.

Sophomores admitted by permission.

298 TWENTIETH-CENTURY BRITISH FICTION

Aiken

A study of significant British fiction of the twentieth century, by such writers as Conrad, Forster, Woolf, Joyce, Lawrence, Golding, Burgess, and Fowles. Alternate years.

Sophomores admitted by permission.

352 SEMINAR

Piepho

Topical studies in English, American, and foreign literature.

Open to seniors majoring in English and to other qualified seniors with permission of the Department.

361, 362 INDEPENDENT STUDY IN ENGLISH (½ or 1)

The Department

Special topics in literature, writing, or drama pursued by individual students under supervision. Either term may be elected independently.

Open with permission of the Department to juniors and seniors.

WRITING

101, 102 WRITERS' WORKSHOP I

Smart

The writing of fiction, poetry, non-fiction, and drama. The work submitted will be discussed informally by the group and with the instructor in individual conference, with the aim of improving the student's ability to write effectively.

Prerequisite: Permission

161, 162 SPECIAL STUDY. (See English 161, 162.)

207, 208 WRITERS' WORKSHOP II Grohskopf

A continuation of Writers' Workshop I.

Prerequisite: English 101, 102 and permission.

361, 362 INDEPENDENT STUDY IN ENGLISH. (See English 361, 362.)

ENVIRONMENTAL STUDIES

Langley Wood¹

Professor, Program Director

Gary C. Smith

Visiting Associate Professor

The coordinate program in Environmental Studies enables a student majoring in any discipline to coordinate her major with a study of environmental problems and issues. In addition to the core course, Environment 1, she will enroll in additional environmental studies courses or in other environmentally oriented courses. In the Independent Study, usually to be completed during her junior year, she will carry out a project relating her major studies to some aspect of the environ-

ment. The coordinate program must be approved in advance and evaluated jointly by the student's major adviser and by the Director of Environmental Studies.

•1 THE ENVIRONMENT: WHAT ARE OUR CHOICES?

Smith

An introduction to the problems of man's relation to his environment, including historical, ethical, and aesthetic, as well as political, scientific, and economic perspectives.

Open to all classes.

[•2 APPROACHES TO ENVIRONMENTAL POLICY]

Wood

Field and laboratory experiences leading to an understanding of environmental policy formation. Special attention will be given to local environmental questions.

Prerequisite: Environment 1 and permission.

BIOLOGY 115 GENERAL ECOLOGY

PHYSICS 8 ENERGY

216 AQUATIC ECOLOGY (1½)

Smith

Introduction to the ecology of aquatic systems, with emphasis on biotic communities, population dynamics, productivity and energy flow, especially as these processes are illuminated by local freshwater habitats. Three hours lecture and 3½ hours field or laboratory study.

Prerequisite: Any biology course at or above the 100 level plus one course in any one of three disciplines: chemistry, earth science, or physics; or permission.

[261, 262 SPECIAL STUDY (½ or 1)]

Wood

Special topics pursued by individual students under supervision of environmental studies faculty or the Director or both.

Prerequisite: Permission.

¹On leave for the year 1981-82

[351], 352 SENIOR SEMINAR**Smith and cooperating faculty**

Reading and discussion of topics of special interest linking cooperating major programs and environmental studies. Required of all students in the coordinate program; open to other seniors by permission.

[361, 362 INDEPENDENT STUDY**(½ or 1)]****Wood, major advisers**

Special topics investigated by individual students under the supervision of the departmental adviser and the Director of Environmental Studies. Required of all students in the coordinate program.

Prerequisite: Permission of the departmental adviser and the Director of Environmental Studies

EUROPEAN CIVILIZATION

Michael D. Richards*Program Director*

The European Civilization program can be coordinated with work in any discipline. It is intended to lead to a broader understanding of the nature and development through the ages of civilization in Europe and to help the student acquire the necessary abilities for further independent analysis of that civilization and the cultures composing it. For some majors, particularly those in the humanities, it will provide a useful focus for the major. For all students, it offers training in clear thinking, writing, and speaking. In addition, the program offers opportunities for work in a number of disciplines in the humanities.

European Civilization 17 and 18 are broad introductions to crucial periods in the development of civilization in Europe. Students intending to pursue the program should take these courses as freshmen or sophomores. In addition, they should begin work in one or more of the humanities early in their career at Sweet Briar. The colloquia, which vary

from year to year, are the culminating experiences of the program. They are open to juniors and seniors in the program and to other students by permission. Each colloquium examines an aspect of civilization in Europe from the standpoint of two or more disciplines in the humanities.

A certificate is awarded to the student upon successful completion of the program. A detailed description of requirements in the program is available from the director.

•17 FOCUS ON THE PAST: THE RENAISSANCE**Kent, Laing, Piepho**

An introduction to European Civilization through the period which opens the door to the modern world. Emphasis on the origins and many facets of this period and on the approaches to it by various disciplines.

•18 FOCUS ON THE PAST: ORIGINS OF THE CONTEMPORARY AGE**Richards, Rowland**

An introduction to European Civilization through the period in which we live. Similar emphasis to European Civilization 17.

343 MANNERISM IN SIXTEENTH—CENTURY EUROPEAN ART AND LITERATURE, 1520-1600**Bandes, Marshall**

A comparative study of styles, techniques, and themes in painting, sculpture, architecture, and the literary arts in relation to the social, political, and religious background of the period. Open to juniors and seniors in the program and to others by permission.

FRENCH

See page 57

GERMAN

See page 60

GOVERNMENT

See page 67

HISTORY

See page 89

ITALIAN

See page 62

JAPANESE

See page 65

MANAGEMENT

Reuben G. Miller
Program Director

The program in management is a coordinate program which can be elected by students majoring in any Department of the College. The purpose of the program is to broaden the liberal arts student's background and provide her with the fundamental tools, skills, and understanding of the management process that will serve as the foundation for a wide range of career opportunities in business and industry as well as government and other non-profit organizations. Students electing the program are required to complete 8 units of which 5 units are in the core courses in management — Economics 4, Introductory Economics (Microeconomics); Economics 27, Introduction to Accounting; Economics 111, Introduction to Business; Economics 230, Fundamentals of Management; and a winter term internship in business. In addition to the core courses, students are required to complete 3 units in the supporting courses — Mathematics 9, BASIC Programming; Mathematics 10, Statistics of Inference; and Psychology 4, General Psychology. Additional elective courses are available and can be included in a student's program after consultation with the student's major adviser and the director of the program. A certificate is awarded to the student upon successful completion of the program.

MATHEMATICS

John P. Daughtry, Jr.
Associate Professor, Chairman

Judith M. Elkins¹
Professor

Robert L. Chase
Associate Professor

Brian J. Shelburne
Assistant Professor

Bessie H. Kirkwood
Visiting Assistant Professor

A student who elects Mathematics as her major subject must complete Mathematics 23, 24, 115, 116, 80, 207, 221, and four additional units numbered 200 or above.

The senior comprehensive requirement will ordinarily be satisfactory performance on an examination covering Mathematics 23, 24, 115, 116, 207, and 221. Students whose grades in these six courses average 3.4 or higher may elect to complete an alternative project, subject to departmental approval. All mathematics majors should consult the department chairman for details by October 15 of the senior year.

•6 INTRODUCTION TO ELEMENTARY AND TRANSCENDENTAL FUNCTIONS

Kirkwood

A study of the polynomial, absolute value, logarithmic, exponential, and trigonometric functions and their graphs.

Prerequisite: Three entrance units or permission. Not open to students who have had Mathematics 21.

•9 BASIC PROGRAMMING

Chase

First course in computers and programming using the language BASIC. Flowcharts, programming techniques, and applications; survey of current uses of computers. The course is designed for students not planning to major in mathematics.

Prerequisite: Three units of high school mathematics

¹On leave for the year 1981-82

•10 STATISTICS OF INFERENCE

Daughtry

Binominal, normal, and chi-square distributions; sampling and hypothesis testing; linear regression; and correlation coefficient. An applications-oriented course based on problems from the behavioral, social, and life sciences.

Prerequisite: Three units of high school mathematics.

•21, 21W PRECALCULUS AND DIFFERENTIATION

Shelburne, Daughtry

The study of elementary functions followed by an introduction to differential calculus. This sequence prepares the student for Mathematics 24 and is recommended for those students whose background does not include the trigonometric or logarithmic functions.

Prerequisite: Three entrance units. Not open to students who have had Mathematics 6.

•23 CALCULUS I

Kirkwood, Shelburne

Elements of plane analytic geometry. Basic properties and differentiation of elementary functions: polynomial, trigonometric, exponential, and logarithmic functions. Applications to maxima and minima.

Prerequisite: Mathematics 6, 21, or 3½ entrance units, including a study of the logarithmic and trigonometric functions and their graphs. Not open to students who have had Mathematics 21W.

•24 CALCULUS II

Shelburne, Kirkwood

Integration of elementary functions. Sequences and series. Applications to area, volume, and scientific problems.

Prerequisite: Mathematics 23 or 21W

•80W or 80Y FORTRAN PROGRAMMING

Shelburne

An introduction to computer programming and the use of a timeshare computer system. Students will write several programs in FORTRAN.

Prerequisite: One of the following: Mathematics 23, Mathematics 9, or permission

•115 CALCULUS III

Shelburne

Vector geometry in R^3 , functions of several variables, partial differentiation, gradients, and multiple integration.

Prerequisite: One year of calculus

•116 LINEAR ALGEBRA

Shelburne

Matrices, determinants, vector spaces, and linear transformations.

Prerequisite: Mathematics 115

[151 MATHEMATICS FOR ELEMENTARY TEACHERS]

Elkins, Royalty

This course, together with any other mathematics course, will fulfill the mathematics requirement for certification for teaching in the elementary schools of Virginia. Alternate years.

Open to juniors and seniors.

163, 164 DIRECTED STUDIES (½ or 1)

Study of introductory level topic pursued under faculty direction. Content will vary according to needs of student. Either term may be elected independently.

Prerequisite: Permission

[180 COBOL AND DATA PROCESSING]

The COBOL programming language. Algorithms for business-oriented problems and structured program design. Data-file organization and storage media. Alternate years.

Prerequisite: Mathematics 80 or permission

200 STATISTICS OF THE LINEAR MODEL

Daughtry

Regression and analysis of variance. Analysis of data using statistical packages. Alternate years.

Prerequisite: Mathematics 10 or Psychology 119 or Mathematics 204

[203 PROBABILITY]

Topics in probability theory which are used in statistics and in the construction of probability models: discrete and continuous distributions of several random variables, independence, expectation, variance, the central limit theorem, and computer simulation programs illustrating the theoretical concepts. Alternate years.

Prerequisite: Mathematics 115 or permission to take 203 concurrently with 115.

[204 STATISTICS]

Mathematical theory and applications of statistics, including sampling distributions, statistical inference, testing of hypotheses, multiple linear regressions, and non-parametric methods. Alternate years.

Prerequisite: Mathematics 203

[206 INTRODUCTION TO COMPUTER SCIENCE]

Shelburne

A study of the hardware and software structures of a computer: memory and addressing; numerical representation; logical and arithmetic operations; machine language and assemblers; system software; I/O devices; data structures; searching and sorting. Alternate years.

Prerequisite: Mathematics 80 or permission

207 SEQUENCES AND SERIES

Daughtry

Sequence and series of real numbers and of functions. Uniform convergence and power series. Fourier series and convergence in the mean. Required for a major in Mathematics.

Prerequisite: Mathematics 116

209 MODERN GEOMETRY

Daughtry

Topics in Euclidean, projective, and non-Euclidean geometries. Alternate years.

Prerequisite: Mathematics 24

212 ORDINARY DIFFERENTIAL EQUATIONS

Kirkwood

Separation of variables, exact equations, first and second order linear equations. Solutions by power series, Laplace transforms and numerical methods. Applications to the physical and biological sciences. Alternate years.

Prerequisite: Mathematics 24

221 MODERN ALGEBRA

Kirkwood

The study of abstract algebraic structures, including groups, rings, and fields. Required for a major in Mathematics.

Prerequisite: Mathematics 116

231 MATHEMATICAL MODELING

Kirkwood

Mathematical models with application to the social, life, and managerial sciences. Linear programming and one or more topics chosen from game theory, Markov chains, queuing models, networks, and graph theory. Alternate years.

Prerequisite: Mathematics 116 and FORTRAN

248 VECTOR ANALYSIS

Daughtry

Differentiation of vector-valued functions, including Jacobians, chain rules, implicit function theorems, and Lagrange multipliers. Line and surface integrals, including Green's, Divergence, and Stokes' Theorems.

Prerequisite: Mathematics 116 or permission

[258 COMPLEX ANALYSIS]

Algebra of complex numbers, analytic functions, Cauchy-Riemann equations, Cauchy's theorem, Taylor and Laurent expansions, calculus of residues. Alternate years.

Prerequisite: Mathematics 116.

261, 262 SPECIAL STUDY (½ or 1)

Contents of this course will vary according to the interests of the students and instructor. Either term may be elected independently. Offered when desired by a sufficient number of students.

Prerequisite: Permission

266 NUMERICAL ANALYSIS

Shelburne

Topics chosen from the following numerical methods: computer calculations, approximation of functions, differentiation, integration, solution of ordinary differential equations, and inversion of matrices. Alternate years.

Prerequisite: Mathematics 116 and one course in FORTRAN programming

[298 INTERMEDIATE ANALYSIS]

A careful study of the following concepts in analysis: The topology of \mathbb{R}^n , limits, continuous functions, integration and differentiation of functions. Alternate years.

Prerequisite: Mathematics 207

361, 362 INDEPENDENT STUDY IN MATHEMATICS

Prerequisite: Open to advanced students by permission

MATHEMATICAL PHYSICS

Judith M. Elkins

George H. Lenz

Advisers

A student who elects Mathematical Physics as her major field must complete four units in mathematics and six units in physics at the

100 level or above exclusive of Mathematics 151, and one course in FORTRAN.

A comprehensive examination or at least one unit of Senior Seminar and completion of a suitable research project are required for the major.

MODERN LANGUAGES

Ronald E. Horwege

Associate Professor, Chairman

Maria Z. Embeita¹

Professor

Robert G. Marshall*

Professor

Beatrice P. Patt**

Professor

Marie-Thérèse Sommerville

Professor

Gilberte G. Van Treese²

Professor

Glenn J. Van Treese³

Professor

Nancy Bradley-Cromey

Associate Professor

Alix Ingber

Assistant Professor

Dominique Leveau

Assistant Professor

Constance Montross

Assistant Professor

Katharine A. Knutsen

Visiting Assistant Professor

A. Robert Lauer

Visiting Lecturer

Majors are offered in French, Spanish, and Modern Languages; and in German for students who 1) spend their junior year in an

*Part-time: *Director, Junior Year in France*

**Part-time: *Dean of the College.*

¹On leave for the year 1981-82

²On leave fall and winter terms

³On leave winter and spring terms

approved program of studies abroad, or 2) participate in an approved program of summer studies. In cooperation with other academic departments, the Department also participates in programs providing majors in French Studies, German Studies, and Italian Studies. The programs are designed to encourage the student to combine her interests in a language with other disciplines. The student considering such a program, or planning to study abroad, should consult the chairman as soon as possible to assure proper preparation.

A student who chooses one of these majors is expected to achieve a reading, writing, and speaking knowledge of the language in which she concentrates. The foreign language is used exclusively in all advanced courses and as much as possible in the others. Not more than one course given in English may be credited toward the major. The Department recommends a residence of six weeks or more in a summer school where the exclusive use of the foreign language is required. A student who has begun the study of a language in college will still find it possible to fulfill the major requirement in the language by arranging her courses in consultation with her major professor.

The nature of the senior comprehensive exercise for all these majors will be determined in the fall of the senior year by the faculty of the Department in consultation with the students. The requirement may consist of or include demonstration of oral proficiency in the language of concentration.

A student who elects French as her major subject will present at least 11 units in French courses numbered 100 or above, including the Senior Seminar (351-352). The student will be expected to present at least one unit in each of the three general areas of French literature designated below, and at least two units in language or culture, one which will be on the 200 level.

A student who elects German as her major subject will present at least 10 units in German courses numbered 100 or above.

A student who elects Spanish as her major subject will present at least 11 units in

Spanish courses numbered 100 or above, including 101X (or 101Y), 123, 124, and 351.

A student who elects Modern Languages as her major subject must complete 15 units in any three languages. She may complete five units in each of three languages, including only courses normally creditable to the major in those languages, or she may complete six units in a language of principal concentration, including only courses creditable to the major in that language and at least two units in literature, in which case she must present also at least four units in courses creditable toward the major in a second language, and at least two units above the intermediate level in a third language.

Language courses designated TCC are offered under the auspices of the Tri-College Consortium and taught by faculty at Randolph-Macon Woman's College (RMWC), Lynchburg College (LC), as well as Sweet Briar College.

FRENCH STUDIES

GERMAN STUDIES

ITALIAN STUDIES

The student who elects one of these majors is expected to complete twelve units in courses which are normally accepted for a major in each of the cooperating departments (see below). Six of these units will be elected from courses in the foreign language and literature of concentration, four will be elected in a second area of concentration, and two will be elected in a third area.

Proper preparation for and successful completion of these majors depend upon consultation with the three advisers from the departments elected, early in the student's course of study. Admission to the program is dependent on the student's obtaining written approval from her advisers by the end of the fall term of the sophomore year. Courses prerequisite to the major in each of the three related areas must be completed by the conclusion of the sophomore year.

Students will be expected to pass a comprehensive examination or to engage in a comparable exercise to be determined in consultation with the major advisers at the beginning of the senior year.

A statement outlining requirements, prerequisites, and a recommended program of study is available from each of the advisers and from the chairman of the Department of Modern Languages.

FRENCH

Language and Culture

•1, 2 ELEMENTARY FRENCH

Fall Term: **G.J. Van Treese**

Spring Term: **G.G. Van Treese**

For beginners. Four class periods and two laboratory periods.

•3 ELEMENTARY FRENCH

Knutsen

Reserved for those students who have some acquaintance with the language. Students who take this course are expected to continue the study of French in the winter term (French 3W) and to continue in the spring term with French 6. Four class periods and two laboratory periods.

Hour AW Fall

•5, 6 INTERMEDIATE FRENCH

Fall Term: **The Department**

Spring Term: **The Department**

Formal study and practice in speaking, reading, writing, and understanding French. Regular laboratory attendance is required.

Prerequisite: French 1,2 (for 6: 5 or 3 and 3W), or two or three units at entrance

•100X COURS PRATIQUE DE LANGUE Leveau, Knutsen

Development of language skills, with emphasis on written expression. Successful completion of this course satisfies the language requirement.

Prerequisite: Placement test or permission of the Chairman

•131 [or 131Y] FRENCH CONVERSATION

Sommerville

Oral self-expression based on contemporary topics.

Prerequisite: French 5,6 or the equivalent, and permission of the Chairman upon written recommendation of the student's current instructor

[217X or 217Y THEME ET VERSION]

Thème: Translation of selected works from English into French.

Version: Translation of selected works from French into English. Both *Thème* and *Version* will be treated in each term.

Prerequisite: Any course in French numbered 100 or above

[219X] or 219Y ADVANCED COMPOSITION

Sommerville

Modern stylistic usage, exercises in composition. Reserved for advanced students who normally will have completed French 100X or the equivalent.

Prerequisite: Permission

[231Y HISTORY AND CULTURE OF MODERN FRANCE FROM 1870 to 1918]

The establishment of democracy in France. Customs and mores of the French. French civilization as reflected in the arts.

Prerequisite: Any course in French numbered 100 or above, or permission.

232 HISTORY AND CULTURE OF MODERN FRANCE FROM 1918 TO THE PRESENT

G.G. Van Treese

Political evolution. Customs and mores of the French. French civilization as reflected in the arts. Offered 1981-82, 1982-83.

Prerequisite: Any course in French numbered 100 or above, or permission

236 ADVANCED FRENCH CONVERSATION

Sommerville

Oral self-expression based on the presentation of French life as it is experienced by French individuals and expressed by them in a series of free interviews.

Prerequisite: Permission

Literature

[•105X] or 105Y INTRODUCTION TO LITERARY ANALYSIS

Leveau, Marshall

A study of the most characteristic aspects of French literature based on intensive reading of texts chosen from various periods and genres (poetry, drama, and novels). Student participation in discussions and practice in written and oral expression will be emphasized.

Prerequisite: French 100X or the equivalent, or permission

[150 MASTERPIECES OF FRENCH LITERATURE IN TRANSLATION]

The evolution of the modern French novel. Experiments in fiction by major French novelists based on close readings and class discussion. The readings will include works by Madame de Lafayette, Balzac, Flaubert, Zola, Proust, Gide, Sartre, and Camus. Taught in English, using texts translated into English. Majors may participate with permission of instructor, preparing papers and examinations in French.

Prerequisite: English 1, or one unit in any literature

Prerequisite for all of the following courses: French 105X or 105Y

AREA I:

Studies in the Middle Ages and the Renaissance

[222 THE MEDIEVAL HERO]

Definition and identification of hero-figures in the French epic; the ethics, actions, and influence of Roland and Charlemagne in the *Chanson de Roland* and their evolution in subsequent works. Consideration of the *baron révolté* in other epics; anti-hero, or evidence of changing values.

[223Y THE ROMANCE]

Beginnings of the European novel in the twelfth-century France; the cultural-literary climate leading from the early *Tristan et Iseut* to the Arthurian cycle and its major author, Chrétien de Troyes.

[224 POETRY OF THE MIDDLE AGES AND THE RENAISSANCE]

Early poetic expression in medieval France: theories of origin and development of lyric, satirical, and didactic verse from peasant May festivals to the court poet Pierre Ronsard.

226 RABELAIS AND MONTAIGNE

Bradley-Cromey

Examination of the Protean spirit of Renaissance France through the two masters of sixteenth-century prose; comparisons between Rabelaisian *joie de vivre* and the more inward-looking Montaigne.

[229 FROM BAROQUE TO ROCOCO]

Study of the evolution of Baroque themes and style in literature from the late sixteenth century to the Rococo manner of the early eighteenth century. Consideration of the relation to the other arts and the political and religious background of the period.

AREA II:

Studies in Classicism and Romanticism

251 FRENCH DRAMA FROM CORNEILLE TO BEAUMARCHAIS

G.J. Van Treese

The classical form and its gradual evolution to the *drame*.

[252 THE NOVEL FROM *LA PRINCESSE DE CLEVES* TO *ADOLPHE*]

The evolution and crisis of the novel, from the *nouvelle historique* through the development of the *roman m  moire*, *roman   pistolaire*, to a return to the classic content but in first person narrative.

[255Y LES PHILOSOPHES]

Major figures of the eighteenth-century Enlightenment in France.

[256 THE CONCEPT OF ROMAN- TICISM]

The development of the Romantic movement in nineteenth-century France, with emphasis on the esthetic, thematic, and ideological aspects of the movement. Authors studied will include Chateaubriand, Lamartine, Vigny, Hugo, Balzac, and Stendhal.

AREA III:

Studies in Modern French Literature

281 THE FOUNDATIONS OF THE MODERN NOVEL

Leveau

Intensive study of narrative techniques and the representation of reality in major works by such authors as Flaubert, Maupassant, Zola, Huysmans, and Alain-Fournier.

[282X THE NOVEL FROM PROUST TO THE *NOUVEAU ROMAN*]

Recent experiments in fiction with discussion of Proust, Gide, Malraux, Sartre, Camus, Butor, and Robbe-Grillet.

[283Y MODERN FRENCH POETRY FROM BAUDELAIRE TO THE PRESENT]

The nature of the poetic experience studied in the works of such authors as Baudelaire, Verlaine, Rimbaud, Mallarm  , Apollinaire, Saint-John Perse, Breton, Michaux, Eluard, and Pr  vert.

[284 STUDIES IN THE TWENTIETH- CENTURY THEATRE]

Sommerville

Major works of playwrights such as Claudel, Giraudoux, Cocteau, Anouilh, Montherlant, Sartre, Ionesco, Genet, and Beckett. Major themes will include symbolism, the use of myths, the influence of existentialism, and the theatre of the absurd.

[290 *LA VISION DE LA FEMME DANS LA LITT  RATURE FRANCAISE*]

Novels, plays, essays, and poems will be studied to illustrate the many variations of that vision during several centuries. Authors will include Simone de Beauvoir, Colette, George Sand, and Madame de Sta  l.

351, 352 SENIOR SEMINAR The Department

A study of major trends in French civilization, team-taught by members of the Department. Required of seniors majoring in French. Open to other qualified students with permission of the Department. Either term may be elected independently.

361, 362 INDEPENDENT STUDY IN FRENCH

(½ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open, with permission of the Department, to qualified students.

FRENCH STUDIES

G.G. Van Treese

Adviser

The major in French Studies offers an opportunity to concentrate on the primary aspects of French civilization and culture. The student is expected to complete appropriate courses in the French language and literature and in two other related areas, such as art history, music, history, government, religion, or philosophy. Other combinations are possible with the permission of the advisers and the departments concerned. Normally one of these areas would be history. Participation in the Sweet Briar Junior Year in France or a summer in France or a French-speaking country in an approved program of studies is strongly recommended. Students who elect this major must take French 351, 352 (Senior Seminar).

GERMAN

•1, 2 ELEMENTARY GERMAN

Horwege

For beginners. Four class periods and two laboratory periods.

•5, 6 INTERMEDIATE GERMAN

Horwege

Formal study and practice in speaking, reading, writing, and understanding German. Regular laboratory attendance is required.

Prerequisite: German 1, 2, or two or three units at entrance

[•105 INTRODUCTION TO GERMAN LITERATURE]

A study based on readings and discussions of various representative works, chosen from various periods and genres (poetry, drama, and prose). Student participation in discussion and practice in written and oral expression will be emphasized.

Prerequisite: German 5, 6 or three units at entrance

[•125 READINGS IN MODERN GERMAN LITERATURE I]

Selected readings from literature of the period between 1890 and 1933. Authors included are Kafka, Mann, Rilke, Hofmannsthal, Schnitzler, George Trakl, Heym, Benn, and Celan. Emphasis on the *novelle* and lyric poetry.

Prerequisite: German 5, 6 or three units at entrance

[•126 READINGS IN MODERN GERMAN LITERATURE II]

German literature after 1945. Works of writers from both East and West Germany, Switzerland, and Austria.

Prerequisite: German 5, 6 or three units at entrance

131 GERMAN CONVERSATION AND COMPOSITION

Horwege

Practice in written and oral expression with discussions and essays based on contemporary topics and literary selections.

Prerequisite: German 5, 6 or the equivalent and permission

152 INTRODUCTION TO GERMAN CULTURE

Horwege

A study of various historical, cultural, political, and social trends in East and West Germany, Austria, and Switzerland.

Prerequisite: German 5, 6 or the equivalent or permission

Prerequisite for all of the following courses:
Any course in the German language numbered 100 or above or permission.

[211 GROWTH AND STRUCTURE OF THE GERMAN LANGUAGE]

A study of the development of German from its Indo-European origins to the Modern Period. Emphasis on phonetic-phonemic, morphological, and syntactic change as well as on cultural trends influencing its development.

[222 GERMAN LITERATURE BEFORE 1700]

A study of trends in literature in relation to the social, historical, and religious conditions in Germany from the Middle Ages through the Baroque.

251 THE AGE OF GOETHE I: GERMAN CLASSICISM AND ITS PRECURSORS
Horwege

A study of the Enlightenment, *Sturm und Drang*, and Early Classicism. Readings from Lessing, Wieland, Lichtenberg, Lenz, Klingner, Goethe, and Schiller.

252 THE AGE OF GOETHE II: LATER CLASSICISM AND ROMANTICISM
Horwege

Selections from the later works of Goethe and Schiller, the works of Tieck, Novalis, Brentano, Arnim, Arndt, Eichendorff, the Schlegels, E.T.A. Hoffmann, Chamisso, and others.

261, 262 SPECIAL STUDY IN GERMAN
Horwege

Special topics pursued under supervision. Either term may be elected independently.

Prerequisite: Permission

[271 GERMAN LITERATURE OF THE NINETEENTH CENTURY]

Selections from the writers of *Jungdeutschland*, Grabbe, Lenau, Morike, Droste-Hulshoff, Hebbel, Grillparzer, Ludwig, Nestroy, Stifter, C.F. Meyer, Keller, and Fontane.

[272 THE GERMAN NOVELLE]

A study of the *novelle* as a genre from the eighteenth to the twentieth century.

[284 THE MODERN GERMAN DRAMA]

Selected plays by Hauptmann, Wedekind, Hofmannsthal, Toller, Kaiser, Sternheim, Brecht, Durrenmatt, and Frisch.

351, [352] SEMINAR
Horwege

Open to seniors majoring in German and other qualified students by permission. Given when desired by a sufficient number of students.

361, 362 INDEPENDENT STUDY IN GERMAN (½ or 1)
Horwege

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open with permission of the department to advanced students.

221, 222 (TCC) GERMAN LITERATURE IN THE TWENTIETH CENTURY
de Vries (RMWC)

Selected literary works in prose, drama, and poetry from 1880 to the present time.

Prerequisite: Permission

GERMAN STUDIES

Ronald E. Horwege
Adviser

The major in German Studies offers an opportunity to concentrate on the primary aspects of German civilization and culture. The student is expected to complete appropriate courses in the German language and literature, and in two other related areas, such as art history, music, history, government, religion, or philosophy. Other combinations are possible with the permission of the adviser and the departments concerned. Normally one of these areas would be history. Participation in an approved program of studies in Germany or a German-speaking environment is strongly recommended.

ITALIAN

•1, 2 ELEMENTARY ITALIAN **Bradley-Cromey**

A study of the essentials of grammar, the development of a simple, practical vocabulary, and readings based on present-day Italian life. For beginners. Four class periods and two laboratory periods.

•5, 6 INTERMEDIATE ITALIAN **Bradley-Cromey**

Formal study and practice in speaking, reading, writing, and understanding Italian. Regular laboratory attendance required.

Prerequisite: Italian 1, 2 or two or three units at entrance

261, 262 SPECIAL STUDY IN ITALIAN **Bradley-Cromey**

Special topics pursued under supervision. Either term may be elected independently.

Prerequisite: Permission

351 SEMINAR: LETTERATURA E SOCIETÀ

Bradley-Cromey

Prerequisite: Permission

361, 362 INDEPENDENT STUDY IN ITALIAN (½ or 1)

Bradley-Cromey

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open, with permission, to qualified students.

ITALIAN STUDIES

Nancy Bradley-Cromey
Adviser

The major in Italian Studies offers an opportunity to concentrate on the primary aspects of Italian civilization and culture. The student is expected to complete appropriate courses in the Italian language and literature and in two other related areas, such as art history, music, history, classical studies, or religion. Other combinations are possible with the permission of the adviser and the departments concerned. Normally one of these areas would be history. A semester or a summer in Italy in an approved program of studies is strongly recommended.

JAPANESE

See page 65

RUSSIAN

See page 66

SPANISH

•1, 2 ELEMENTARY SPANISH **Lauer**

For beginners. Four class periods and two laboratory periods.

•2X ELEMENTARY SPANISH

Lauer

Reserved for those students who have some acquaintance with the language. Four class periods and two laboratory periods.

•5Y INTERMEDIATE SPANISH

Montross

For students who have taken 2X. To fulfill the language requirement students will be expected to take 6X, offered Fall 1982.

•5, 6 INTERMEDIATE SPANISH

The Department

Formal study and practice in speaking, reading, writing, and understanding Spanish. Regular laboratory attendance is required.

Prerequisite: Spanish 1, 2 or two or three units at entrance

[•91 READINGS IN HISPANIC LITERATURE]

Emphasis on reading and oral expression for students who have covered the fundamentals of grammar and composition.

Prerequisite: Spanish 5, 6 or placement test at entrance

•101Y INTRODUCTION TO LITERARY ANALYSIS

Montross

An introduction to the techniques and approaches used by a reader in analyzing different literary genres (poetry, drama, fiction). Texts will be chosen from various periods of both Spanish and Latin American literature. Required for students majoring in Spanish.

Prerequisite: Spanish 6, with permission, or placement test at entrance

•102X LATIN AMERICAN LITERATURE

Montross

Selected readings of prose and poetry of outstanding writers of Latin America.

Prerequisite: Spanish 6 or permission or placement test at entrance

123, 124 INTRODUCTION TO SPANISH LITERATURE

Ingber

Survey course. Fall: From its origins to the end of the eighteenth century. Spring: The nineteenth and twentieth centuries.

Prerequisite: Spanish 101 or permission

•132 SPANISH CONVERSATION

Lauer

A course designed to improve the student's conversational ability through reading and discussion of literary and cultural texts.

Prerequisite: Spanish 5, 6 or the equivalent, or permission

[150X or 150Y HISPANIC SOCIAL CULTURE]

A panoramic view of peninsular Hispanic culture through social, political, and artistic manifestations, with emphasis on its relation to our contemporary world and its problems. Offered in English. Majors may participate with permission of instructor, preparing papers and examinations in Spanish. Alternate years.

[151 THE INDIVIDUAL AND SOCIETY IN LATIN AMERICA]

An examination of social progress in Latin America. The course includes a study of woman's relationship to man, the concept of *machismo*, and how woman deals with her social role. Given in English. Alternate years. Open to all students and to Spanish majors by permission.

[155 MASTERPIECES OF HISPANIC LITERATURE IN TRANSLATION]

A study of the most outstanding writers of Spanish and Latin American literature and their relationship to their societies. Not open to Spanish majors. Given in English.

• **173 SPANISH COMPOSITION**

Ingber

Development of language skills with an emphasis on applying grammatical principles to the reading and writing of expository prose.

Prerequisite: Spanish 5, 6 and permission or placement test at entrance

Prerequisite for all of the following courses:
Spanish 101, 123, or permission

[200X or 200Y MEDIEVAL SPANISH LITERATURE]

A close analysis of the *Poema del Cid* will lead to the understanding of the epic vision of world and man as well as of the basic differences between oral and written poetic traditions. An equally close reading of *La Celestina* will reveal the world upside down, the disintegration of medieval values, and the crisis that led to the Renaissance. Alternate years.

[210X or 210Y POETRY AND PROSE OF THE GOLDEN AGE]

A study of the trends and traditions of the Spanish Golden Age. Alternate years.

[215X] or 215Y CERVANTES: DON QUIJOTE

Ingber

A close reading of *Don Quijote* and its interrelation with the literature of the sixteenth and seventeenth centuries. Emphasis on the notions of narrative voice and autonomous character, which prefigure the world of contemporary fiction. Alternate years.

Not open to students who have taken Spanish 203, 204.

[221 THE COMEDIA OF THE GOLDEN AGE]

A study of the most significant plays of the Golden Age. Alternate years.

[245 LITERATURE OF NINETEENTH-CENTURY SPAIN]

Romanticism, Realism, Naturalism, and Modernism against the background of the

European literary currents of the time. Alternate years.

[250 THE GENERATION OF 1898]

Selected readings in Valle-Inclán, Unamuno, Baroja, Azórin, Machado, and Benavente. Consideration will be given to the intellectual temper of the age and the European ideological influences on the work of this generation. Alternate years.

[255 CONTEMPORARY SPANISH LITERATURE (PRE-CIVIL WAR)]

Major currents in the fiction, poetry, and theatre of the period. Alternate years.

[256 CONTEMPORARY SPANISH LITERATURE (POST-CIVIL WAR)]

Major currents in the fiction, poetry, and theatre of the period. Alternate years.

[275 LATIN-AMERICAN LITERATURE OF THE COLONIAL PERIOD, THE ENLIGHTENMENT, AND ROMANTICISM]

A chronological study of the most significant writers, with emphasis given to discussion and critical analysis. Readings will include works by outstanding poets and novelists. Alternate years.

[280 REALISTS AND MODERNISTS IN LATIN-AMERICAN LITERATURE]

Realism as the literary vision of the native experience. Modernism as exemplified by Rubén Darío and his contemporaries. Emphasis will be given to the critical reading and analysis of selected works. Alternate years.

[285X or 285Y MAIN TRENDS IN CONTEMPORARY LATIN-AMERICAN LITERATURE]

The move from nativist realism to the various forms experimenting with language and structure. Alternate years.

[290 THE NOVEL AND THE SHORT STORY IN TWENTIETH-CENTURY LATIN AMERICA]

A study of the main literary trends and ideas in the contemporary Spanish-American short story and novel. Special attention will be given to the creative process of the most representative authors. Alternate years.

**351, [352] SEMINAR
Patt**

Open to seniors majoring in Spanish and, with permission, to especially qualified juniors majoring in Spanish.

361, 362 INDEPENDENT STUDY IN SPANISH

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open, with permission of the Department, to qualified students.

**DEPARTMENT OF
MODERN LANGUAGES**
Courses Taught in English

[F150 MASTERPIECES OF FRENCH LITERATURE IN TRANSLATION]

The evolution of the modern French novel. Experiments in fiction by major French novelists based on close readings and class discussion. The readings will include works by Madame de Lafayette, Balzac, Flaubert, Zola, Proust, Gide, Sartre, and Camus. Taught in English, using texts translated into English. Majors may participate with permission of instructor, preparing papers and examinations in French.

Prerequisite: English 1, or one unit in any literature

[S150X or 150Y HISPANIC SOCIAL CULTURE]

A panoramic view of peninsular hispanic culture through social, political, and artistic

manifestations, with emphasis on its relation to our contemporary world and its problems. Offered in English. Majors may participate with permission of instructor, preparing papers and examinations in Spanish. Alternate years.

[S151 THE INDIVIDUAL AND SOCIETY IN LATIN AMERICA]

An examination of social progress in Latin America. The course includes a study of woman's relationship to man, the concept of *machismo*, and how woman deals with her social role. Given in English. Alternate years.

Open to all students and to Spanish majors by permission.

[S155 MASTERPIECES OF HISPANIC LITERATURE IN TRANSLATION]

A study of the most outstanding writers of Spanish and Latin American literature and their relationship to their societies. Not open to Spanish majors. Given in English.

JAPANESE (TCC)

1-2 (TCC) ELEMENTARY JAPANESE (RMWC)

Conversation and grammar with laboratory drill. Second semester includes phonetic syllabary and vocabulary of about 100 written characters.

101-102 (TCC) INTERMEDIATE JAPANESE (RMWC)

Advanced conversation and grammar and vocabulary of about 800 characters.

Prerequisite: Japanese 1-2

RUSSIAN (TCC)

•1-2 (TCC) ELEMENTARY RUSSIAN AND INTRODUCTION TO RUSSIAN CULTURE

Frank (RMWC)

This course lays the foundation for the skills of speaking, reading, writing, and comprehending. Work is based on conversation, reading, listening to recorded speech, and drill exercises. Language study is supported by continuous reference to Russian civilization and customs. Slides, movies, exhibits, and guest speakers supplement the program. Course work concludes with readings of texts adapted from classical and Soviet literature.

39 (TCC) RUSSIAN CULTURE AND LITERATURE TO 1900

Frank (RMWC)

A survey of the major events in art, architecture, folklore, music, poetry, and prose, including native and imported artistic trends and the position of women in the nineteenth century. Emphasis on the writings of Pushkin, Turgenev, Tolstoy, Dostoevsky, and Chekhov. Alternate years: offered 1981-82.

42 (TCC) CONTEMPORARY RUSSIAN LITERATURE

Frank (RMWC)

Reading selections offer insight into the conflicts attending the revolutionary, Stalinist, thaw, and detente periods of the Soviet era. The emancipation of women and changes in the Soviet family. A thorough analysis of *Doctor Zhivago*, *Master and Margarita*, and several works of Solzhenitsyn.

101-102 (TCC) INTERMEDIATE RUSSIAN

Frank (RMWC)

The objective of the course is to attain proficiency in speaking, reading, writing, and comprehending. The scope of knowledge acquired in Russian 1-2 is considerably

broadened. Adapted readings from literature, history, and culture serve as basic text material. Readings are supplemented with other cultural materials.

Prerequisite: Russian 1-2 or the equivalent

128 (TCC) SOVIET SOCIETY

Frank (RMWC)

An analysis of the Soviet Union through the study and discussion of such topics as the structure of government; the role of the Communist Party; economic organization; social and cultural institutions; role of women; mass media; dissent; impact of Soviet policies on the lifestyle of Soviet citizens.

Prerequisite: Any Russian Studies course or permission

205 (TCC) RUSSIAN LITERATURE IN THE NINETEENTH CENTURY

Frank (RMWC)

Selected short works or excerpts by Pushkin, Lermontov, Turgenev, Dostoevsky, Tolstoy, and Chekhov.

Prerequisite: Russian 101-102 or the equivalent. Alternate years: offered 1981-82.

206 (TCC) READINGS IN RUSSIAN CIVILIZATION

Frank (RMWC)

Selected readings of pre- and post-revolutionary cultural materials, current newspapers, and excerpts from contemporary journals.

Prerequisite: Russian 101-102 or equivalent. May be repeated for credit.

209 (TCC) TOLSTOY AND DOSTOEVSKY

Frank (RMWC)

A thorough analysis of *War and Peace*, *Anna Karenina*, *Crime and Punishment*, *Brothers Karamazov*, and their philosophical significance for world literature.

Prerequisite: Junior standing or permission

291, 292 (TCC) SEMINAR

Frank (RMWC)

Study of one topic, author, or trend to be announced each year.

Prerequisite: Three hours at the 200 level or permission of the department

MUSIC

John R. Shannon

Professor, Chairman

Allen W. Huszti¹

Associate Professor

Carol F. Rhodes

Instructor

Christopher Ryan

Visiting Lecturer

The Music Department offers two majors: The Music major (with areas of concentration in applied music, music history, and music theory) and Music in Culture major (with a concentration in music correlated with another area of study within the humanities, sciences, or social sciences).

A student who elects Music as her major must complete the following courses: Music 107, 108, 112, 113, 207, 208, 231, and 238. She must also complete two units of solo applied music.

A student who elects Music in Culture as her major must complete the following courses: Music 25, 26, 107, 108 and European Civilization 17, 18. She must also complete two units drawn from Music 112, 113, 231, and 238 of which one unit must be at the 200 level and two units of applied music, either solo or ensemble. Two additional units must be taken in at least one of the following areas: history of art, literature in any language, history of the theatre, or dance history.

In the last term of the senior year, students majoring in Music and in Music in Culture

will complete a comprehensive exercise, the exact form of which will be determined by her specific area of concentration and will be decided upon in or before the fall of the senior year by the Department in consultation with the student involved.

For the Music major concentrating in applied music, the exercise will consist of a Senior Recital with written program notes. The repertoire for the recital will encompass at least three historical periods. The recital must be presented by the time of the college-wide deadline for senior comprehensive examinations. No academic credit will be given for this recital.

For the Music major concentrating in music history or music theory, the comprehensive exercise will consist of a thesis centered around a specific topic which involves at least three historical periods. The thesis must be completed by the time of the college-wide deadline for senior comprehensive examinations. No academic credit will be given for this thesis.

For the Music in Culture major, the comprehensive exercise will consist of a thesis correlating a specific topic in music with an appropriate topic within another discipline from the humanities, sciences, or social sciences. With specific permission of the Department, the Music in Culture comprehensive exercise may combine performance with a thesis, provided that the above thesis requirement is still met and provided that the Department approves the student's prospectus for such a project involving performance. The Music in Culture thesis or thesis-project must be completed by the time of the college-wide deadline for senior comprehensive examinations. No academic credit will be given for this thesis or thesis-project.

¹On leave for the year 1981-82

THEORETICAL COURSES

•7X or 7Y RUDIMENTS OF MUSIC I: CLASS PIANO, SIMPLE THEORY, AND SIGHT-SINGING

Rhodes

Introduction to the musical notation of pitch and rhythm and to scales and intervals through study in beginning piano technique and literature, in sight-singing, music writing and simple improvisation.

•8 RUDIMENTS OF MUSIC II: CLASS PIANO, SIMPLE THEORY, AND SIGHT-SINGING

Rhodes

A continuation of Music 7.

[•11, 12 CLASS VOICE: FUNDAMENTALS OF VOCAL TECHNIQUES ($\frac{1}{2}$, $\frac{1}{2}$)]

Husztli

Practical training in singing with emphasis on basic skills of breathing, tone, and diction. Classes will include group and individual instruction. For students with little or no previous voice training. Either term may be elected independently. Two hours class plus individual instruction, to be arranged.

Prerequisite: Basic knowledge of musical notation

•107, 108 ELEMENTARY THEORY AND EAR TRAINING

Shannon

A study of the basic materials of tonal music: scales, intervals, rhythms, triads, seventh chords, diatonic functional harmonic and melodic practices and constructions, simple modulations, writing in the vocal idiom and in simple sectional forms.

Prerequisite: Basic knowledge of musical notation. Open to freshmen.

207, 208 ADVANCED THEORY

Shannon

A study of late nineteenth and twentieth century harmonic practices and sixteenth and seventeenth century contrapuntal practices.

Prerequisite: Music 107, 108

COURSES IN HISTORY AND APPRECIATION

•25, 26 THE APPRECIATION OF MUSIC

Shannon

A course designed to develop the student's appreciation of music as an art. The class is taught in a combination of lecture, music-listening, and student participation. The student will learn about basic elements of music, the various styles of music and their historical contexts.

This course is designed for students with no background in music. Either term may be elected independently.

[•112 MUSIC IN THE BAROQUE AND ROCOCO]

Shannon

A study of music from 1600 to 1770. Alternate years.

Prerequisite: Music 25 or 26 or permission of the instructor

•113 THE VIENNESE CLASSIC SCHOOL AND EARLY ROMANTICISM

Ryan

A study of music from 1770 to 1850. Alternate years.

Prerequisite: Music 25 or 26 or permission of the instructor

[231 MEDIEVAL AND RENAISSANCE MUSIC]

Shannon

A study of music from the codification of

Gregorian chant through the high Renaissance. Alternate years.

Prerequisite: Music 25 or 26 or permission of the instructor.

238 LATER ROMANTIC AND CONTEMPORARY MUSIC

Ryan

A study of music from 1850 to the present. Alternate years.

Prerequisite: Music 25 or 26 or permission of the instructor

261, 262 SPECIAL STUDY IN MUSIC (½ or 1)

The Department

Special topics pursued under supervision. Either term may be elected independently.

Prerequisite: Permission

361, 362 INDEPENDENT STUDY IN MUSIC (½ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Open, with permission, to qualified students.

SOLO APPLIED MUSIC

The Music Department offers applied music study on a credit basis and on a non-credit basis. An extra fee is charged for applied music study whether for credit or non-credit. The fee for applied music is \$330 for the year. Placement into the credit or non-credit category is decided by the Department upon hearing the student who is interested in applied music perform a brief audition. These placement auditions are scheduled before registration for each academic term. These auditions, which need not be from memory, are arranged through the Chairman of the Department. At the beginning of the fall term, during the orientation period, there is a regularly scheduled time for these place-

ment tryouts; incoming students are urged to sign up for a time during that period. Students who have made tapes of their performances may submit a tape to the Music Department to represent their playing for placement purposes.

The Department offers credit in piano, organ, voice, and harpsichord on campus. The Department offers credit in strings and winds on campus, as well as in conjunction with neighboring institutions. Because of the demand on the available staffing, especially in strings and winds, it is helpful for the Department to know as far in advance as possible of the student's interest in studying those instruments.

Students taking applied music are expected to attend and participate in the Departmental recitals. A student may elect to take applied music in two areas simultaneously; such a student will receive one-half unit for each of the areas studied.

To be placed at the credit level for applied music, the following listing of representative repertoire is designed to serve as a guide for the student in selecting works to present for her credit placement application. These works need not be performed from memory. Upon request, an accompanist will be provided for applicants needing one.

Piano: Three works comparable to the following: 1) a selection from the early eighteenth century, for example, an invention, prelude, or fugue of J.S. Bach or a sonata of D. Scarlatti; 2) a selection from Haydn, Mozart, or Beethoven; 3) a piece of the student's choice.

Organ: Same as for piano (see above) or performance on the organ of material comparable to a chorale prelude or prelude and fugue of J. S. Bach.

Voice: Two works: 1) a selection by a composer of the seventeenth or eighteenth century or earlier; and 2) a song or aria by such composers as Schubert, Franz, Faure, Verdi, Rossini, or a selection by a contemporary composer.

Harpsichord: Same as for either piano or organ. (See above.)

Strings: Two works from different

historical periods (i.e., Baroque, Viennese Classical, Romantic, Contemporary, etc.)

Winds: Two works from different historical periods (i.e., Baroque, Viennese Classical, Romantic, Contemporary, etc.)

Either term of the following courses may be elected independently. Admission by placement audition. (See above.)

•81,82	Piano I	(1/2, 1/2)
181,182	Piano II	(1/2, 1/2)
281,282	Piano III	(1/2, 1/2)
381,382	Piano IV	(1/2, 1/2)

Rhodes

•83,84	Organ I	(1/2, 1/2)
183,184	Organ II	(1/2, 1/2)
283,284	Organ III	(1/2, 1/2)
383,384	Organ IV	(1/2, 1/2)

Shannon

•85,86	Voice I	(1/2, 1/2)
185,186	Voice II	(1/2, 1/2)
285,286	Voice III	(1/2, 1/2)
385,386	Voice IV	(1/2, 1/2)

Ryan

•87,88	Harpsichord I	(1/2, 1/2)
187,188	Harpsichord II	(1/2, 1/2)
287,288	Harpsichord III	(1/2, 1/2)
387,388	Harpsichord IV	(1/2, 1/2)

Shannon

•91,92	Strings I	(1/2, 1/2)
191,192	Strings II	(1/2, 1/2)
291,292	Strings III	(1/2, 1/2)
391,392	Strings IV	(1/2, 1/2)

•93,94	Winds I	(1/2, 1/2)
193,194	Winds II	(1/2, 1/2)
293,294	Winds III	(1/2, 1/2)
393,394	Winds IV	(1/2, 1/2)

203X or 203Y RECITAL (1/2)

The Department

Open to all juniors and seniors whose comprehensive exercise does not include a recital. This course may be elected one term of the junior year and/or senior year during which the student will present a recital. Applied music must be elected simultaneously with Music 203X or 203Y.

Open only by permission of instructor, with Departmental approval. May be repeated once for credit.

ENSEMBLE APPLIED MUSIC

•145,146 THE CONCERT CHOIR (1/2, 1/2)

Ryan

Four hours rehearsal and public performance. Admission by audition. Either term may be elected independently.

•147,148 COLLEGIUM MUSICUM (1/2, 1/2)

Shannon, Ryan

Study and performance of instrumental and vocal ensemble music. Two hours rehearsal plus individual practice and public performances.

Admission by audition. Either term may be elected independently.

PHILOSOPHY

Margaret Hartman

Assistant Professor, Chairman

Thomas Hartman

Assistant Professor

A student who elects Philosophy as her major subject must complete at least nine units in philosophy, including Philosophy 103, 19, 24, 106 and 109. She will be expected to undergo a comprehensive exercise during the spring of her senior year. This exercise will cover history of philosophy, logic, and two

other selected fields of concentration. The exact nature of the exercise will be determined each year by consultation between students and faculty.

Philosophy majors are expected to spend at least one winter term on a philosophy project.

•19 LOGIC

T. Hartman

A study of deductive logic.

•24 ETHICS

M. Hartman

A study of ethical theories, including discussion of problems in contemporary moral philosophy.

103 INTRODUCTION TO PHILOSOPHY

T. Hartman

An examination of selected philosophers, with emphasis on the problems of knowledge and reality.

106 HISTORY OF PHILOSOPHY I

M. Hartman

An analysis of the major trends of Greek and medieval philosophy.

Prerequisite: Philosophy 103 or permission

109 HISTORY OF PHILOSOPHY II

M. Hartman

A history of selected philosophies of the seventeenth, eighteenth, and nineteenth centuries.

Prerequisite: Philosophy 103 or permission

218 SOCIAL PHILOSOPHY

T. Hartman

A study of justifications offered in behalf of various political and legal institutions.

Prerequisite: Philosophy 106 or 109 or permission

[220 AMERICAN PHILOSOPHY]

T. Hartman

A study of the important American philosophers of the nineteenth and twentieth centuries.

Prerequisite: Philosophy 109 or permission

233 or 234 HISTORY OF

PHILOSOPHY III

The Department

This course rounds out the History of Philosophy by a study of philosophy after Kant, primarily in Europe.

Prerequisite: Philosophy 106 and 109

261 or 262 SPECIAL STUDY

The Department

Special topics, such as philosophy of history or philosophy of science, or an in-depth study of an individual philosopher; pursued by students individually or in small groups, under supervision.

Prerequisite: Philosophy 24, 103, 106, 109, and 233 or 234

351 or 352 SEMINAR

The Department

Special topics pursued independently under supervision.

Prerequisite: Open to seniors who have completed three terms of History of Philosophy

PHYSICAL EDUCATION

Jennifer L. Crispen

Assistant Professor, Chairman

June M. Booth

Associate Professor

Athletic Director

Paul D. Cronin³

Professor

Katherine Macdonald

Professor

Eija Celli

Associate Professor

³On leave winter and spring terms

Lendon F. Gray
Visiting Assistant Professor

Bonnie Jackson Kestner*
Assistant Professor
Director of Aquatics

Susan H. Donaldson*
Instructor

Jill Randles
Instructor
Director of the Riding Program

Michael E. Stearns
Instructor

The Department of Physical Education offers a wide variety of activities for students on all levels of athletic skill. In addition to fielding eight varsity intercollegiate teams, the Department offers instructional courses in dance, team and individual sports, and in recreational activities. In conjunction with the Theatre Arts Department, students may elect courses in dance theory and composition.

Two term courses or four quarter courses meeting three times a week or the equivalent, are required of all freshmen and other entering students who do not present credit for equivalent work from another college. Completion of the requirement is recommended for the freshman year but may be extended into the sophomore year if circumstances warrant. Grades are recorded on the transcript as Satisfactory/Unsatisfactory.

Up to one unit of Physical Education may be taken for credit after the basic requirement of two terms (or four quarters) is completed; credit is to be given at the rate of $\frac{1}{4}$ unit per quarter or $\frac{1}{2}$ unit per term, Pass/Fail only.

Students who intend to complete the requirements for the liberal arts degree at Sweet Briar and then pursue graduate work in physical education should contact the Department in the freshman year for guidance in planning their programs.

If vigorous participation is inadvisable due to a physical or medical condition of the student, the required program will be

modified according to the recommendation of the College Physician.

ACTIVITY COURSES

Instruction is provided from the beginning level through the varsity level to accommodate students of varying abilities and experience. These courses are offered to fulfill the requirement and for students who wish to continue a physical education activity. *Courses are offered on a rotating basis and descriptions of current courses are available from the Physical Education Department.*

AQUATICS

- | | |
|---------------|--|
| PE 001 | Beginning Swimming |
| PE 002 | Beginning Diving |
| PE 003 | Synchronized Swimming |
| PE 004 | Swim for Fitness |
| PE 007 | Adaptive Aquatics with Handicapped Children |
| PE 101 | Swimming II |
| PE 104 | Swimnastics and Water Games |
| PE 201 | Sub-Varsity Swimming |
| PE 301 | Varsity Swim Team |
| PE 302 | Varsity Diving Team |
| PE 305 | Advanced Lifesaving |
| PE 306 | Water Safety Instructors Course |

CONDITIONING AND FITNESS

- | | |
|---------------|---|
| PE 019 | Fitness |
| PE 022 | Running |
| PE 023 | Weight Training |
| PE 119 | Ski Conditioning |
| PE 319 | Pre-Season Lacrosse Conditioning |
| PE 319 | Pre-Season Tennis Conditioning |

DANCE

- | | |
|---------------|---------------------------|
| PE 008 | Ballet I |
| PE 108 | Ballet II |
| PE 009 | Folk Dance |
| PE 011 | Beginning Dance |
| PE 211 | Intermediate Dance |
| PE 311 | Advanced Dance |

*Part-time

OUTING ACTIVITIES

- PE 027 Camping and Outing
- PE 028 Beginning Canoeing
- PE 031 Survival Skills
- PE 128 Intermediate Canoeing

RIDING PROGRAM

- PE 061/062 Study in Physical Education—Riding
- PE 063/064 Position
- PE 065/066 Position and Control with Hacking
- PE 067/068 Cross Country Hacking
- PE 069q Basic Horse Care
- PE 071/072 Position and Control I
- PE [075/076] Position and Control with Introduction to Jumping
- PE [081]/082 Position and Control II
- PE 083q Short Survey of Principles and Methods of Farm and Stable Management
- PE 084q Principles and Method of Judging Hunters and Selecting Thoroughbreds
- PE 085/086 Jumping Fundamentals
- PE [165] Introduction to Riding to Hounds
- PE 181/182 Introduction to Showing Hunters
- PE [185/186] Introduction to Combined Training
- PE 191/192 Introduction to Schooling Horses
- PE 261/262 Special Studies
- PE 265 Cross Country Riding and Jumping
- PE 271/[272] Technique and Performance
- PE [282] Riding Courses
- PE [291/292] Schooling Young and Problem Horses
- PE 361/362 Independent Study
- PE 363/364 Riding Competition: Intercollegiate Horse Shows
- PE [368] Riding Competition: Hunt Meet Pair Racing

- PE [373]/374 Riding Competition: Open "Local" Horse Shows
- PE [381]/382 Riding Competition: Open AHSA/VHSA "Rated" Horse Shows
- PE [385] Riding Competition: Horse Trials

TEAM AND INDIVIDUAL SPORTS

- PE 336 Varsity Basketball Team
- PE 033 Flag Football
- PE 038 Fencing
- PE 039 Beginning Golf
- PE 239 Intermediate Golf
- PE 339 Varsity Golf Team
- PE 040 Gymnastics
- PE 241 Sub-Varsity Hockey
- PE 341 Varsity Hockey Team
- PE 342 Varsity Lacrosse Team
- PE 047 Beginning Racquet Sports
- PE 147 Intermediate Racquet Sports
- PE 035 Beginning Badminton
- PE 135 Intermediate Badminton
- PE 043 Platform Tennis
- PE 045 Squash
- PE 046 Beginning Tennis
- PE 050 Soccer
- PE 350 Club Soccer
- PE 146 Intermediate Tennis
- PE 246 Junior Varsity Tennis Team
- PE 346 Varsity Tennis Team
- PE 048 Volleyball
- PE 348 Varsity Volleyball Team
- PE 049 Yoga

Physical Education course descriptions are available from the Physical Education Department.

INDEPENDENT STUDY

Independent Study: A student may propose a project for a term, to be supervised by a member of the Department with the approval of the chairman.

- PE 026 Independent Study

Elective Courses

One Unit Credit

[5 PHYSICAL ACTIVITY FOR THE ELEMENTARY SCHOOL CHILD]

Celli, Macdonald

Introduction to basic movement education through motion elements in play activities and dance. Included will be perceptual motor learning, correlation with other subject areas, and classroom activities.

Prerequisite: One term dance technique

The above course is in accordance with the Virginia State Department requirement for teacher certification.

DANCE MAJOR

See Theatre Arts, p. 95

Members of the Dance Theatre present dance demonstrations and a major concert which is choreographed primarily by students.

RIDING COURSES

[138 HORSE SCIENCE]

Simpson, Cronin

A study of the horse's functional anatomy, reproduction, and common ailments. Special emphasis will be placed on the skeletal, muscular, and digestive systems; breeding programs; stable management; conformation and movement, and equine veterinary practice. The course will consist of three hours lecture and discussion and weekly laboratory, including field trips.

Prerequisite: Intermediate riding level and permission

[392 THEORY AND PRACTICE OF SCHOOLING HORSES]

Cronin

A survey of the development of major riding and schooling theories in western civilization from the Renaissance to the present and an

actual schooling experience. Three hours lecture and discussion, three hours mounted instruction, and at least four hours independent mounted work with a schooling project, weekly.

Prerequisite: High intermediate riding level and permission

394S CONTEMPORARY RIDING AND SCHOOLING

Randles

The course emphasizes the student's development in dressage sportif, jumping, and cross-country riding with an introduction to schooling horses and to horse science. Four-week summer course. Four hours mounted work, one hour lecture, daily for five days; individual project on the sixth day.

Prerequisite: Intermediate riding level and permission

[396S CONTEMPORARY RIDING AND TEACHING]

Randles

The study and practice of riding and teaching within a modern system of riding. Mounted instruction, lectures, and practice teaching.

Prerequisite: High intermediate level and permission

RIDING

The Riding Program offers a strong instructional program and also riding competitions in open horse shows, horse trials, inter-collegiate competitions, hunter trials, and hunt-meet pair racing. Other activities include foxhunting with the Farmington Hounds and cross-country hacking for students enrolled in the instructional program.

INTERCOLLEGIATE SPORTS

The Department of Physical Education sponsors varsity teams in basketball, golf, hockey, lacrosse, riding, swimming and diving, tennis, and volleyball. The College is a member of the Association of Intercollegiate Athletics for Women, the Virginia Association of Intercollegiate Athletics for Women, the Middle Atlantic Lawn Tennis Association, the United States Tennis Association, the Virginia and the United States Women's Lacrosse Associations, the Blue Ridge, Southeast, and United States Field Hockey Associations, and the Intercollegiate Horse Show Association.

The College supports qualified individuals and teams in state, regional, and national competition.

RECREATION

In addition to courses of instruction, members of the Department of Physical Education and the Recreation Association (RECA) sponsor numerous extracurricular, educational, and recreational events, including camping and beagling. Intramural competitions are scheduled in volleyball, basketball, and other sports activities.

SWEET BRIAR OUTDOORS PROGRAM

The Sweet Briar Outdoors Program (SWEBOP) is coordinated through the Office of Student Affairs and the Department of Physical Education and offers a wide variety of outdoor activities including camping, rock climbing, skydiving, cross country and downhill skiing, caving, kayaking, hiking, and canoe trips. Students use the Outing Club cabin on campus and hike with the local Appalachian Trail Club.

PHYSICS

George H. Lenz
Professor, Chairman

Carlos Calle
Assistant Professor

A student who elects Physics as her major normally must complete six units at the 200 level or above in physics. With permission, one unit of the major requirement may be satisfied by an approved course in chemistry or mathematics. The major is based on the 100 level sequence of courses. Physics 221 is required for the major. The comprehensive requirement may be fulfilled by an examination or by the completion of a suitable research project. The format and timing of the comprehensive requirement is determined in consultation with the senior majors in the fall of the senior year.

The attention of students interested in Physics is directed to the interdepartmental major in Mathematical Physics and to the major in Pre-Engineering Studies.

•5X or 5Y PHYSICS FOR THE LIBERAL ARTS I Calle, Lenz

An introduction to the basic laws of physics, designed to give an understanding of the fundamental physical principles underlying natural phenomena and their technological applications. Newton's Laws, momentum, and energy. Three hours lecture and one three-hour laboratory.

•6 PHYSICS FOR LIBERAL ARTS II Calle

Electricity and magnetism and the distinctive aspects of twentieth-century physics, including special relativity and quantum mechanics. Three hours lecture.

Prerequisite: Physics 5

•8 ENERGY**Lenz**

A study of the principal sources of energy on the earth and the mechanisms for its transfer between different systems. Other topics include conservation of energy, entropy, and the implications of thermodynamics for these processes. The characteristics of fossil, fission, fusion, and solar energy resources are discussed. Three hours lecture. Alternate years.

[•10 METEOROLOGY]**Lenz**

A study of atmospheric phenomena, including the properties of gases and water and the effects of the earth's rotation on the general circulation of air. Elements of weather and climate, weather systems, air masses, fronts and their movements in changing weather patterns. Elements of forecasting. Three hours lecture. Alternate years.

[•12 THE EARTH]

A study of the changing earth including elements of physical geology and such topics as continental drift, earthquakes, volcanism, hydrology, and plate tectonics. Three hours lecture. One three-hour laboratory or field study.

•13 ELEMENTS OF ASTRONOMY**Calle**

An introduction to the study of the universe, including basic elements of astronomy and topics of current interest; the solar system, search for extraterrestrial life, black holes, and cosmology. Three hours lecture and evening observation sessions.

103 MECHANICS**Lenz**

A study of Newton's Laws, the conservation laws of classical mechanics and their application to physical systems. Three hours lecture, one hour discussion.

Pre- or co-requisite: Calculus

•104X ELECTRICITY AND MAGNETISM**Calle**

A study of electromagnetic phenomena. The interaction of electromagnetic fields with matter and the propagation of electromagnetic waves. Three hours lecture, one hour discussion.

Prerequisite: Physics 103 or permission

105Y VIBRATIONS AND HEAT**Calle**

An introductory study of fluid mechanics, characteristics of waves in elastic media, and basic thermal phenomena. Thermodynamics and thermometry. Three hours lecture.

Prerequisite: Physics 103 or permission

106 TWENTIETH CENTURY PHYSICS**Lenz**

The small, the fast, and the beautiful. An introduction to the special theory of relativity and quantum phenomena. The Bohr atom, Pauli Principle, and atomic structure. Three hours lecture.

Prerequisite: Physics 104, 105

•121, 122 INTERMEDIATE PHYSICS LABORATORY**($\frac{1}{2}$, $\frac{1}{2}$)****Lenz, Calle**

Experiments in mechanics, electricity and magnetism, and thermodynamics. Computer simulations and modeling of physical systems. Analysis and treatment of uncertainty and error. One three-hour laboratory. Either term may be elected independently.

Pre- or corequisite: Physics 6 or any 100 level course in Physics

221, 222 ADVANCED PHYSICS LABORATORY

Introduction to scientific instrumentation and advanced experiments in atomic, nuclear, and solid state physics. Two three-hour laboratory periods. Either term may be elected independently. Alternate years.

Prerequisite: Physics 104

[225 MODERN PHYSICS I]

Quantum mechanics, solutions of Schrodinger's Equation, operator formalism, angular momentum, and perturbation theory. Three hours lecture. Alternate years.

Prerequisite: Physics 106, Mathematics 116 or permission

[226 MODERN PHYSICS II]

A study of selected topics in relativity, nuclear, solid state or particle physics. Three hours lecture. Alternate years.

Prerequisite: Physics 225

227 HEAT AND THERMODYNAMICS

Lenz

The laws of thermodynamics. Entropy and the behavior of real and ideal gases. Kinetic theory and statistical distribution functions. Three hours lecture. Alternate years.

Prerequisite: Physics 105 or permission

261, 262 SPECIAL STUDY (½ or 1)

The Department

Special topics in physics pursued under supervision. Either term may be elected independently.

Prerequisite: Permission

[301 INTRODUCTION TO THEORETICAL PHYSICS I]

Classical mechanics, Lagrangian and Hamiltonian functions. Central force problems. Three hours lecture. Alternate years.

Prerequisite: Physics 103, 104

[302 INTRODUCTION TO THEORETICAL PHYSICS II]

Electromagnetic theory. Maxwell's Equations, electromagnetic waves, and material media. Three hours lecture. Alternate years.

Prerequisite: Physics 301

361, 362 INDEPENDENT STUDY IN PHYSICS

The Department

Topics or research projects in physics pursued independently.

Prerequisite: Permission

MATHEMATICAL PHYSICS

See page 55

POLITICAL ECONOMY

See page 93

PSYCHOLOGY

Phyllis W. Stevens¹

Professor, Chairman

David A. Johnson

Associate Professor

Roberta Sadler

Assistant Professor

Virginia Colin²

Visiting Instructor

A student who elects Psychology as her major subject must complete eight and one-half units of advanced psychology courses, including Psychology 119, 210, and 306. She must also satisfy the comprehensive requirement.

•3, 4 GENERAL PSYCHOLOGY

The Department

An introduction to the principles and methods of psychology.

Psychology 3 is a prerequisite for Psychology 4.

104 CHILD PSYCHOLOGY

A study of the child from conception through adolescence, with emphasis upon experimental analyses of the development of behavior.

Prerequisite: Psychology 3, 4

¹On leave fall and winter terms

²Part-time, fall

119 INTRODUCTORY STATISTICS

Johnson

An elementary approach to statistical methods with practice in their application, including an introduction to use of the computer in statistics. Among topics treated are methods of condensing and presenting numerical data, computation of averages and measures of dispersion, the normal curve, correlation, and simple inferential techniques. Three hours lecture and two-hour laboratory.

[121 SOCIAL PSYCHOLOGY]

Stevens

A study of the psychological aspects of various social problems, including aggression, the effect of language on thinking, communication breakdown, advertising and propaganda, the race problem, varieties of child rearing and their effects on personality.

Prerequisite: Psychology 3, 4

210 EXPERIMENTAL PSYCHOLOGY

(1½)

Johnson

A study of experimental methodology, design, and data analysis in selected areas. Three hours lecture and discussion and one 3-hour laboratory.

Prerequisite: Psychology 3, 4 and 119 or permission

212 MOTIVATION

Stevens

A study of the origins and development of motives and of their effects on behavior. Emphasis is given to the development of psychological theories and methods for the investigation of motives. Alternate years.

Prerequisite: Psychology 3, 4

[215 ANIMAL BEHAVIOR]

Johnson, Wood

An introduction to the problems and methodology of modern studies of animal behavior. Behavior will be examined from the perspectives of evolution, sensory

mechanisms, motivation, learning, social functions, and ecology. Three hours lecture or discussion and three hours laboratory. Alternate years.

Prerequisite: Psychology 3, 4 or Biology 3

[218 PERSONALITY]

Johnson

A survey and comparative analysis of the contemporary theories of personality. Alternate years.

Prerequisite: Psychology 3, 4

231 LEARNING

Johnson

Exposition and analysis of the current theories of learning, with particular emphasis given to respondent, operant, and verbal learning. Three hours lecture or discussion and three hours laboratory. Alternate years.

Prerequisite: Psychology 3, 4

251 PHYSIOLOGICAL PSYCHOLOGY

Sadler

A study of the physiological correlates of behavior.

Prerequisite: Psychology 3, 4

303 ABNORMAL PSYCHOLOGY

Sadler

Prerequisite: Psychology 3, 4. Open by permission to juniors and seniors.

306 HISTORY AND THEORIES OF PSYCHOLOGY

Johnson

Open to seniors majoring in Psychology and to other qualified students by permission.

[315 PRINCIPLES OF TESTING]

Stevens

An introduction to the principles of the construction and administration of psychological tests and the interpretation of test results. Alternate years.

Prerequisite: Psychology 3, 4 and 119

361, 362 INDEPENDENT STUDY IN PSYCHOLOGY (½ or 1)

The Department

Special experimental problems undertaken by individual students under supervision. Either term may be elected independently.

Pre- or co-requisite: Psychology 119, 210 and permission

RELIGION

Maxine Garner

Professor, Chairman

Gregory T. Armstrong¹

Professor

Myron B. Bloy, Jr.*

Associate Professor

A student who elects Religion as her major subject must complete at least nine units in the Department, including Religion 5, 6. Attention is called to the program in European Civilization in which the Department cooperates. The form of the senior comprehensive examination requirement will be determined in consultation with students not later than the fall of the senior year.

•5X or 5Y OLD TESTAMENT

Garner

A general survey of the religious life and thought in the history of Israel. Excluded from Pass/Fail.

Open to all classes.

•6X or 6Y NEW TESTAMENT

Garner

The religious message of the New Testament writings studied in the light of their historical background and literary character. Excluded from Pass/Fail.

Open to all classes.

[•12 CLASSICS OF CHRISTIAN THOUGHT]

Armstrong

Selected readings from major figures in the Christian tradition, including Augustine, Boethius, Dante, Luther, Calvin, and Kierkegaard.

[•30X JESUS]

Armstrong

The mission, message, and significance of Jesus in the New Testament, in the Christian tradition, and in contemporary culture. A study of Christology and of Jesus movements, old and new. Alternate years.

•77 INTRODUCTION TO RELIGION

Bloy

An exploration of the character and meaning of religious experience in personal and social terms. Readings in anthropology, sociology, history, psychology, and theology, as well as in personal testimony from such people as Black Elk, Dietrich Bonhoeffer, Dorothy Day, Martin Luther King, Thomas Merton, and Eli Wiesel. A term paper and participation in such religious events as a Yoga retreat, a Seder meal, and liturgical dance will be required.

[101 CHRISTIAN ETHICS]

Armstrong

The biblical and theological basis for Christian decision-making with reference to interpersonal relations, political life, the economic order, race, human life and death, and especially the environment. Each student is expected to write an analytical problem paper.

[102 TWENTIETH CENTURY CHRISTIAN THEOLOGY]

Garner

The development from the liberal movement through neo-orthodoxy to the work of the contemporary new theologians and a study of representative thinkers of each period.

Prerequisite: one course in Religion

¹On leave for the year 1981-82

*Part-time: *Chaplain*

**120 RELIGIOUS ISSUES IN
CONTEMPORARY LITERATURE**

Bloy

A study of the crisis in Christian humanism in the twentieth century as reflected in Western literature, especially in the work of such writers as Silone, Bernanos, Camus, T.S. Eliot, Faulkner, R.P. Warren, Flannery O'Connor, and Walker Percy.

**[142 SEMINAR IN ROMAN
CATHOLICISM]**

Armstrong

A study of Catholic history, thought, church organization, worship, and religious life. Alternate years.

175 PHILOSOPHY OF RELIGION

M. Hartman

The existence of God, forms of religious truth and authority, the problem of evil, religious language, religion, and science. Alternate years.

[203 THE HEBREW PROPHETS]

Garner

The significance of the Hebrew prophetic movement, with emphasis on the great prophets before and during the Exile. Alternate years.

Pre- or co-requisite: Religion 5 or 6

[212 PAUL OF TARSUS]

Garner

Study of the life, letters, and influence of the great apostle. Alternate years.

Pre- or co-requisite: Religion 5 or 6

219, 220 RELIGIONS OF ASIA

Garner

The religions of India, Pakistan, China, Japan, Korea, and Indonesia. Fall term: Hinduism, Jainism, Buddhism, Taoism, Zoroastrianism. Spring term: Confucianism, Islam, Sikhism, Shinto, the new religions of Japan. Either term may be elected independently. Satisfies the non-Western studies requirement.

**[224 RELIGIOUS GROUPS IN THE
UNITED STATES]**

Armstrong

The background of the main religious bodies and their development and influence in America; detailed study of Judaism, Roman Catholicism, and Protestantism in the United States today.

Open to sophomores with permission.

261, 262 SPECIAL STUDY

The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission

[352 SENIOR SEMINAR IN RELIGION]

The Department

Fundamental problems of religion and theology, such as religious authority, understandings of man and history, Christology, and biblical criticism and theology, pursued individually and presented to the group for discussion.

Prerequisite: Senior standing, four units in the Department, and permission

**DIVISION OF
SOCIAL STUDIES**

Joan R. Kent

Associate Professor, Chairman

Thomas V. Gilpatrick

Professor

Milan E. Hapala

Professor

Reuben G. Miller

Professor

Catherine H. C. Seaman

Professor

Harold B. Whiteman, Jr.*

Professor

Carl Stern**

Visiting Professor

Kenneth D. Grimm

Associate Professor

Michael D. Richards

Associate Professor

Paul C. Taylor

Associate Professor

Gerald M. Berg²

Assistant Professor

Jacqueline M. Browning³

Assistant Professor

Claudia Chang

Assistant Professor

Edward H. Drayer

Assistant Professor

Rebecca V. Driver

Assistant Professor

Brent M. Shea

Assistant Professor

Robert J. Lyons **

Lecturer

Roger Fung Chow **

Visiting Lecturer in Social Work

The Division of Social Studies includes the Departments of Economics, Government, History, and Anthropology and Sociology. It offers majors in Anthropology, Economics, Government, History, Sociology, and a combined major in Anthropology and Sociology; and divisional majors in International Affairs and in Political Economy. Miller is adviser for Economics, Gilpatrick for Government, Taylor for History, and Shea for Anthropology and Sociology.

A student who elects Anthropology, Economics, Government, or Sociology as her major field must complete ten units in the Division as follows: eight units in the major field, four of which must be in advanced courses numbered 200 or above, including the Senior Seminar; the remaining units are to be elected from at least two other departments within the Division. Mathematics 23, 24 or 9, 10 or the equivalent is also required for the Economics major. A student who elects the major in Anthropology and Sociology must complete ten units in the Department and two additional units from

at least two other departments within the Division.

The senior comprehensive requirement for students majoring in Anthropology, Economics, History, or Sociology may be in the form of a written or oral examination or a comparable project to be determined by the appropriate department in consultation with the students in the fall of the senior year. The requirement in Government will be a written or oral comprehensive examination in the senior year.

A student who elects History as her major field must complete ten units in the Division as follows: eight units in history, at least four units of which must be in advanced courses numbered 200 or above, including 351, one unit in general European history before 1700, and one unit in American history.

A student may also devise a major program in consultation with members of the Department in a specialized area, such as British studies, medieval studies, studies in early modern European history, and studies in modern and contemporary history.

Students majoring in the Division must elect one unit of non-Western studies in a regular or Winter Term.

Students who have special interests within the Division may propose interdisciplinary programs of study.

ANTHROPOLOGY AND SOCIOLOGY

The Department offers three major programs: Anthropology, Sociology, and Anthropology and Sociology. For major requirements, see the introductory section, Division of Social Studies.

ANTHROPOLOGY

•7X or 7Y PHYSICAL ANTHROPOLOGY Chang

An introduction to physical anthropology, covering the patterns and mechanisms involved in man's evolution, the development of culture, and primate behavior.

*Part-time: *President of the College*

**Part-time

²On leave fall and winter terms

³On leave winter and spring terms

**•14 ANTHROPOLOGICAL
ARCHAEOLOGY**

Chang

An introduction to the theory and methods of anthropological archaeology and a survey of some of the prehistoric societies in different parts of the world.

**•112X or 112Y CULTURAL
ANTHROPOLOGY**

Fall Term: **Seaman**

Spring Term: **Seaman, The Department**

The study of the cultures and social structures of non-Western man, his economy, households, religions, political organizations, and environments. The impact of Western society upon certain primitive and peasant groups is discussed.

**121 CULTURE, SOCIETY, AND THE
INDIVIDUAL**

Driver

A detailed investigation of the relationships of the individual with his culture and the society in which he lives.

Prerequisite: Anthropology 112 or Sociology 9 or 12, or permission

**123 ARCHAEOLOGY OF THE NEW AND
OLD WORLDS**

Chang

A study of prehistoric societies in both the New and Old World. It covers the way of life in these societies, the development of agriculture, and beginnings of urbanism.

Prerequisite: Anthropology 14

124 ETHNOLOGY

Chang

The study of a selection of primitive peoples and their ways of life.

Prerequisite: Anthropology 112

**126 AGING AND HUMAN
DEVELOPMENT**

Driver

Biological, demographic, psychological, economic, and political aspects and consequences of aging of human populations and the individual, including cross-cultural data on longevity. Alternate years.

Prerequisite: Anthropology 7 or 112, or permission

213 MARRIAGE AND THE FAMILY

Seaman

Analysis of marriage and family relationships in American society compared with that of non-Western society.

Prerequisite: Anthropology 112 or Sociology 9 or 12. Open to seniors without prerequisite by permission.

**228 MAGIC, WITCHCRAFT, AND
RELIGION**

Driver

An examination of magic, witchcraft, and religion and their roles and function in primitive societies. Alternate years.

Prerequisite: Anthropology 112

**243 PRIMITIVE SOCIAL
ORGANIZATION**

Driver

A study of the economic, political, religious, and kinship organization of selected primitive and peasant societies.

Prerequisite: Anthropology 112

**261, 262 SPECIAL STUDY (½ or 1)
The Department**

Special topics pursued by individual students under supervision.

329 ANTHROPOLOGICAL THEORY

Seaman

A survey of the development of theory from its roots in eighteenth-century positivism to the present.

Prerequisite: Anthropology 112, Sociology 9 or 12, and two additional units in Anthropology and/or Sociology.

352 SENIOR SEMINAR IN ANTHROPOLOGY

Seaman

Subjects and projects are determined by the interests and needs of the group. Opportunity is given for independent work.

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

SOCIOLOGY

•9 or 12 INTRODUCTION TO SOCIOLOGY

Shea, Drayer

An introduction to the analysis of human group behavior within the context of social interaction and social institutions. Primary emphasis on the sociological perspective, methods of social science, socialization processes, and the structure of major institutions. Prerequisite to all other courses in sociology.

[104 MODERN SOCIAL MOVEMENTS] The Department

A study of social conditions and ideological developments in Europe during the latter half of the nineteenth and the first decades of the twentieth century, leading to the emergence of politically extreme movements. Special attention will be given to a sociological-historical analysis of "Fascist" parties in France, Germany, and Italy.

Prerequisite: Sociology 9 or 12

[107 THE COMMUNITY] Driver

An analysis of the social organization and social function of the community in human society with emphasis on the modern micro-unit, or small community, such as the Russian kolkhoz, Israeli kibbutz, Irish village, New England neighborhood.

Prerequisite: Sociology 9 or 12 or Anthropology 7

108 POPULATION

Seaman

An analysis of historical, contemporary, and anticipated population trends as these are related to economic and social situations of selected areas, with special reference to the United States.

Prerequisite: Sociology 9 or 12 or Anthropology 7

115 SOCIAL PROBLEMS

Shea

Theoretical explanations and empirical research relating to selected social problems in modern society. The process of problem definition is considered, with emphasis on interrelationships among social problems. Specific problems studied include inequality, aging, race, gender roles, the family, deviance, crime and delinquency, mental illness, and drugs.

Prerequisite: Sociology 9 or 12

116X or 116Y SOCIAL WORK

Chow

The basic principles of social service; types of social-work settings; standards of social work; and an introduction to methods of case work, group work, and community work.

Prerequisite: Sociology 9 or 12 and permission

118 SOCIOLOGY OF RELIGION

Drayer

A sociological analysis of the religious institution with particular reference to religions in America. The course is presented both from a classical sociological as well as a contemporary sociological point of view.

Prerequisite: Sociology 9 or 12

[132 SOCIAL STRATIFICATION]**Drayer**

An examination of the forms of social inequality found in selected societies. An analysis of the development of the class structure and the development of the class state in complex Western societies.

Prerequisite: Sociology 9 or 12

206 RESEARCH METHODS**Shea**

An analysis of strategies for discovery in social research, with emphasis on questionnaires, interviews, and observation. Students will have an opportunity to apply these methods in a research project.

Prerequisite: Sociology 9 or 12

[207 URBAN STUDIES]

The influence of urbanization and industrialization on social organization and social institutions, with an emphasis on the Western world.

Prerequisite: Sociology 9 or 12

211 MINORITIES AND RACE RELATIONS**Drayer**

An analysis of the significance of minority-group status for the individual and society, with emphasis on the relationship between personality and prejudice, the functions of prejudice in society, and the effects of prejudice on minority-group members. The application of this analysis to the United States and selected societies.

Prerequisite: Sociology 9 or 12 or Anthropology 7

224 THE SOCIOLOGY OF CRIME AND DELINQUENCY**Shea**

Critical analysis of contemporary theoretical and empirical research or the sociology of crime and delinquency. Attention will be paid to the effects of crime on society as a whole.

Prerequisite: Sociology 9 or 12 or permission

243 CONTEMPORARY SOCIAL ORGANIZATION**Shea**

Analysis of changing interrelationships among the family, school, and workplace in the United States over the past century, with emphasis on the present decade.

Prerequisite: Sociology 9 or 12

[256 AMERICAN CULTURE AND SOCIETY]**Driver**

Analysis of the interrelationships between American social structure and the dominant culture, as well as subcultures and counter-cultures, with emphasis on change. Specific topics include use of leisure time, patterns of consumption, and exposure to media.

Prerequisite: Sociology 9 or 12

261 or 262 SPECIAL STUDY (½ or 1)**The Department**

Special topics pursued by individual students under supervision.

Prerequisite: Permission of the Department

329 THEORIES OF SOCIETY**Drayer**

An examination of the development of sociological theory from its roots in eighteenth-century positivism to the present. Primary emphasis will be given to interpretations of the central problems of sociological analysis and explanation by major theorists.

Prerequisite: Sociology 9 or 12 and two additional units in Sociology

352 SENIOR SEMINAR IN SOCIOLOGY**Drayer**

Subjects and projects are determined by the interests and needs of the group. Opportunity is given for independent work.

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

ECONOMICS

•3, 4 INTRODUCTORY ECONOMICS

An introduction to economic reasoning and its application in the formulation of economic policy. Fall term: The economic theory of the overall performance of the United States economy and the means of achieving full employment, stable prices, and rapid economic growth. Spring term: The economic theory of the manner in which markets determine prices and the allocation of resources, goods, and income. Special attention will be given to the economic aspect of the problems of poverty, racial discrimination, social welfare programs, and pollution. Either term may be elected independently. Three hours, a fourth hour at the discretion of the instructor.

•20 THE ECONOMICS OF CONSUMPTION

Miller

The application of economic principles to the problems of consumption and finance of the individual and household. Special attention will be given to the analysis and solution of problems in personal finance. Alternate years.

•27 INTRODUCTION TO ACCOUNTING

Lyons

An introduction to the principles underlying the collection, recording, and interpretation of accounting data. Special emphasis to be placed upon the use of information reported in financial statements.

•28 ADMINISTRATIVE AND FINANCIAL ACCOUNTING

Lyons

This second course in accounting is designed to build on the fundamental concepts and develop the analytic methods which provide accounting insights into the problems of administrative decision making. Emphasis is placed on the financial concern of management, annual reports, budgets, and the state-

ment of financial condition.

Prerequisite: Economics 27

107 MICRO-ECONOMIC THEORY

Browning

Critical study of the theory of the behavior of consumers and business firms, the determination of prices under various market structures, and the welfare implications of the allocation of resources by markets.

Prerequisite: Economics 3, 4

108 MACRO-ECONOMIC THEORY

Miller

A critical study of the nature, construction, and econometric applications of static and dynamic models for the determination of the level of income, output, employment, and prices.

Prerequisite: Economics 3, 4

[111 INTRODUCTION TO BUSINESS]

Lyons

A study of the interaction among the business sector, government, and society. Particular emphasis is directed at the organized responses business had made to accommodate the needs of society within the requirements of government. Therefore, in this introductory survey, business organization, labor relations, administrative control mechanisms, distributional problems, and fundamental concepts of managerial economics will form the core of study. Alternate years.

Prerequisite: Economics 4

150 FUNDAMENTALS OF MARKETING

Lyons

An introduction to basic marketing and functions. Topics include market development and analysis, product planning and design, effective marketing strategy and mix, and promotional and service activities. Marketing legislation and the consumer movement will also be discussed. Alternate years.

Prerequisite: Economics 110 or 111 or permission

[160 LAW FOR MANAGEMENT]**Lyons**

An examination of the American Legal System and selected principles of law. The case method will be utilized to illustrate and emphasize the impact of legal concepts in action, individual rights and responsibilities under the system and how the system operates from the viewpoint of organizational managers. Specific areas of the law surveyed include contracts, torts, property, corporations, and other commercial associations, as well as the related topics of commercial paper, sales, insurance, and agency. Alternate years.

[206 COMPARATIVE ECONOMIC SYSTEMS]**Hapala**

Comparison and evaluation of alternative economic systems with emphasis on market and command economies. Marxist and neo-Marxist critiques of capitalism. Socialist theories and experiences in East and West. Special attention is given to current economic trends in the United States, the Soviet Union, the People's Republic of China, and India. Alternate years.

Pre- or co-requisite: Economics 3, 4

[207 HISTORY OF ECONOMIC THOUGHT]**Miller**

A study of the major economists and principal schools of thought in political economy. The works of economists from the classical through the contemporary period (i.e., Smith, Ricardo, Marx, Marshall, Keynes, and others) will be considered in terms of their contribution to economic theory, the uses made of their ideas, the intellectual climate of their times, and the appraisal of the progress that has been made in economic thought. Alternate years.

Prerequisite: Economics 3, 4 or permission

213 INTERNATIONAL ECONOMICS**Miller**

The principles of international trade and finance. Contemporary problems in the international economy and the formulation of policies to cope with them. Three hours, a fourth hour at the discretion of the instructor. Alternate years.

Prerequisite: Economics 3, 4 or permission

215 CORPORATION FINANCE**Stern**

The financial organization and management of a business corporation. This course includes a study of methods of obtaining capital, financial policy, mergers, reorganization, and liquidation. Alternate years.

Prerequisite: Economics 3, 4; students are encouraged, but not required, to have had Economics 27 (Introduction to Accounting) or an equivalent course.

216 INDUSTRIAL ORGANIZATION AND GOVERNMENT POLICY**Browning**

A study of the proper function of government intervention in the production and distribution processes of the American economy. The economic grounds for such involvement and the legal framework permitting it will be discussed. Emphasis will be placed on establishing a method of evaluating the proper relation between private incentive, government intervention, and public welfare. Alternate years.

Prerequisite: Economics 4

[219 MONETARY AND FISCAL POLICY]**Miller**

An analysis of the formulation and application of monetary and fiscal policies directed toward the goals of economic stabilization and growth. Special attention will be given to the structure and functions of the financial system in which monetary policy operates. Alternate years.

Prerequisite: Economics 3, 4

223 URBAN AND REGIONAL ECONOMICS

Browning

The economic structure and development of modern urban and regional environments. Critical analysis of current social problems and possible solutions. Topics covered will be problems of transportation, pollution, ghetto development, urban renewal, and government finance. Alternate years.

Prerequisite: Economics 4

[225 PUBLIC FINANCE]

A study of the effects of government tax and expenditure programs on the allocation of resources and the distribution of income. Alternate years.

Prerequisite: Economics 4

231 FUNDAMENTALS OF MANAGEMENT

Lyons

An introduction to the management of complex organizations. Modern organizational theory and the principles of business administration will be surveyed. Alternate years.

261, 262 SPECIAL STUDY (½ or 1)

Miller

Special topics pursued by individual students under supervision.

Prerequisite: Permission

352 SENIOR SEMINAR IN ECONOMICS

Miller

Subjects and projects are determined by the interests and needs of the members of the group. Opportunity is given for independent work under supervision.

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

GOVERNMENT

•5, 6 THE AMERICAN POLITICAL SYSTEM

Fall Term: **Gilpatrick**

Spring Term: **Gilpatrick, Grimm**

A study of the theory and practice of American government with some reference to state and local components of the federal system. Fall term: Models for political analysis, different authority systems (totalitarian, authoritarian, and democratic), U.S. Constitutional origins and limited government, citizen participation, problems of balancing freedom and order. Spring term: Structural-functional analysis of Congress, the Courts, the Executive and the bureaucracy; foreign and domestic policy determination, including such areas as defense, employment and inflation, tax policy, welfare, race relations, energy and the environment. Either term may be elected independently.

•101,102 COMPARATIVE POLITICAL SYSTEMS

Hapala

An introduction to institutional, structural-functional, and cultural approaches to the study of political systems. Fall term: Politics of industrial societies of Britain, France, Italy, and West Germany with possible references to the British Commonwealth countries and Japan. Spring term: Communist party states of the Soviet Union, Czechoslovakia, and China. Either term may be elected independently.

109 INTRODUCTION TO INTERNATIONAL POLITICS

Grimm

An analysis of national power, old and new imperialisms, and the impact of technological and ideological revolution on international relations.

206 POLITICAL THOUGHT IN THE WEST

Gilpatrick

A study of both classical and contemporary political thought, with emphasis on relationships between classical theories and their modern formulations used in contemporary political analyses of socialist, democratic, and totalitarian systems.

Prerequisite: Two units of Government or European History or permission

209 INTERNATIONAL LAW

Grimm

The nature and modern sources of international law, the role of law in state decision-making, problems of legal jurisdiction, the protection of individual rights under international law, and the legal means of controlling violence and war. Case studies are used to evaluate the operations of international law in contemporary world politics. Alternate years.

Prerequisite: Government 109, 211, or permission

[211 THE UNITED NATIONS AND WORLD GOVERNMENT]

Grimm

A study of international organization as a system of institutions for promoting peace and welfare among sovereign states. The United Nations and its predecessors, including the League of Nations, are the main subjects of study. International regulation of the environment by specialized agencies is also studied. Alternate years.

Prerequisite: Government 109 or permission
Hour D Fall

[213 PARTIES, POLITICS, AND PRESSURE GROUPS IN THE UNITED STATES]

Gilpatrick

The nature and development of U.S. political parties; relation of parties to pressure groups; party organization; campaign techniques, financing, suffrage and

elections; citizen participation in politics. Emphasis on functions and tendencies of present-day parties. Alternate years.

Prerequisite: Government 5, 6 or History 111, 112 or permission

[214 BUREAUCRACY AND PUBLIC ADMINISTRATION]

Gilpatrick

The administrative process in public bureaucracies, including institutional characteristics, behavior patterns, and policy outputs. Emphasis will be on seeking bureaucratic responsibility through congressional supervision, judicial review, and presidential control. Each student will select a federal department, bureau, or regulatory agency for analysis. Alternate years.

Prerequisite: Two courses in the Division or permission

215, 216 CONSTITUTIONAL LAW IN THE UNITED STATES

Gilpatrick

Case method analysis of the theory and practice of constitutional interpretation. Fall term: Federal court system; judicial review; changing ideas concerning federalism and the separation of powers; development of due process. Spring term: Fundamental rights and liberties of citizens, with emphasis on interpretations of the Bill of Rights and the Fourteenth Amendment through both case method and impact analysis. Field observations in county and federal district courts. Either term may be elected independently. Alternate years.

Prerequisite: Government 5, 6 or permission

218 INTERNATIONAL POLITICS: SYSTEMS AND BEHAVIOR

Grimm

A survey of various approaches to the study of international political systems, state capabilities, and foreign policy-making. Emphasis is on evaluating the utility of various analytical tools, including systems analysis and simulation. Alternate years.

Prerequisite: Government 109

220 COMPARATIVE POLITICS OF SOUTH ASIA

Hapala

Nation building in India, Pakistan, Bangladesh, Sri Lanka, and Nepal with a focus on national integration, institution building, mass mobilization, and economic development. Alternate years.

Prerequisite: Government 101 or 102 or permission

[222 THE CONDUCT OF UNITED STATES FOREIGN POLICY]

Grimm

A study of the formulation, conduct, and content of contemporary United States foreign policy. Alternate years.

Prerequisite: Government 109 or permission

352 SENIOR SEMINAR IN GOVERNMENT

The Department

Subjects and projects are determined by the interests and needs of the members of the group. Opportunity is given for independent work.

Open by permission to seniors who are doing major work in the division or in related interdepartmental majors.

361, 362 INDEPENDENT STUDY IN GOVERNMENT (½ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Permission

HISTORY

•EUROPEAN CIVILIZATION 17 FOCUS ON THE PAST: THE RENAISSANCE

See page 51

•EUROPEAN CIVILIZATION 18 FOCUS ON THE PAST: ORIGINS OF THE CONTEMPORARY AGE

See page 51

[•101, 102 ANCIENT HISTORY]

Wright

Fall term: A survey of ancient Near Eastern civilizations and of Greece from the emergence of the civilization of the Aegean Bronze Age to the high classical period of the fifth and fourth centuries BC. Spring term: The political and social history of Rome from the origins of the city through the high empire to the collapse of effective rule in the West in the late fourth century AD. Reading of major primary source materials in translation and of the studies of modern scholars. Either term may be elected independently. Alternate years.

[103, 104 AMERICAN INTELLECTUAL HISTORY]

Taylor

The evolution of basic attitudes and values as revealed in major cultural trends. Fall term: 1600 to 1855, with emphasis upon Puritanism, the Enlightenment, evangelical religion, and romanticism. Spring term: 1855 to the present, with emphasis upon Darwinian science, modernist religion, pragmatism, progressivism, and the impact of mass culture. Either term may be elected independently. Alternate years.

107, 108 HISTORY OF MODERN BRITAIN

Kent

Fall term: The Tudors and Stuarts, with emphasis on political, religious, and social change. Spring term: 1714 to the present, with emphasis on parliamentary democracy, the Industrial Revolution, and social programs. Either term may be elected independently.

Open to freshmen by permission.

•115 MEDIEVAL FOUNDATIONS OF EUROPE

Kent

A study of certain aspects of the Medieval world with emphasis on the emergence of a distinctive European civilization. Alternate years.

•116 CENTURIES OF CRISIS, 1460-1660
Kent

An examination of the impact on European society of some of the economic, political, and intellectual upheavals of the sixteenth and seventeenth centuries. Alternate years.

[121 TWENTIETH-CENTURY EUROPE]
Richards

An examination of the major developments in the political, social, and cultural life of Europe between 1890 and the present. Alternate years.

125 WOMEN IN AMERICAN HISTORY
Taylor

Changing relationships between women and men in American history from 1600 to the present, with emphasis upon the changing functions and roles of women and upon varieties of feminism. Alternate years.

129, 130 MODERN RUSSIA
Richards

A study of major political, social, economic, and cultural developments. Fall term: Peter the Great to Alexander III. Spring term: Nicholas II to Brezhnev. Either term may be elected independently. Alternate years.

[131 ORIGINS OF THE UNITED STATES, 1600-1788]
Taylor

A survey of early American history, with emphasis upon social change. Alternate years.

133 HISTORY OF THE UNITED STATES, 1789-1900
Taylor

A survey stressing the establishment of political parties, the Civil War, and the industrial and agricultural revolutions.

134 THE UNITED STATES, 1900 TO THE PRESENT
Taylor

Major trends in politics, society, the economy, and foreign policy.

[142 MODERN GERMANY AND AUSTRIA]

Richards

From 1815 to the present. Alternate years.

149 FRANCE IN TRANSITION, 1770-1870
Richards

A review and analysis of the profound changes in the political, social, and economic structures of France in the period. Attention is also paid to the significance of these changes to the other areas of Europe. Alternate years.

[169 AFRICA IN WORLD AFFAIRS]
Berg

An historical survey of modern African diplomacy. The course will study the recent history of African political and social conditions which affect foreign policies and recent changes in the superpowers' policies toward Africa. Emphasis on southern Africa. Satisfies the non-Western studies requirement.

[172 AFRICAN HISTORY]
Berg

A survey of African history concentrating on the development of pre-colonial states from the twelfth to nineteenth centuries and the transformation of African society during the colonial period in the twentieth century. Satisfies the non-Western studies requirement.

[201 REVOLUTIONS IN THE MODERN WORLD]
Richards

A comparative study of the phenomenon of revolution using the techniques and findings of such disciplines as psychology, sociology, and economics, in addition to those of history and political science. Beginning with the emergence of this phenomenon in the seventeenth century, the course traces its growth and development to the present day. Alternate years.

Prerequisite: Two units in the Division of Social Studies.

**[205 STUDIES IN BRITISH HISTORY:
TUDORS AND STUARTS]**

Kent

Special topics to be selected from the reigns of Henry VIII, Elizabeth I, James I, and Charles I. Topics will vary from year to year and may focus on either the Tudors or the early Stuarts. Alternate years.

Prerequisite: History 107 or permission

**[206 STUDIES IN BRITISH HISTORY:
THE TWENTIETH CENTURY]**

Kent

Political, economic, and social changes in post-World War II Britain, and tracing of these changes to earlier periods. Attention given both to Britain's changing international position and to changes within the British Isles. Alternate years.

Prerequisite: History 108 or permission

212 STUDIES IN AMERICAN HISTORY

Taylor

The study of selected problems in American history from 1600 to the present.

Prerequisite: History 103, 104 or 133, 134 or permission

**[214 PRE-INDUSTRIAL SOCIETY IN
FRANCE, ENGLAND, AND THE
AMERICAN COLONIES]**

Kent

A comparative study of certain aspects of these societies in the period 1600-1760. Topics include economic and demographic characteristics, social stratification and social mobility, patterns of authority, marriage and inheritance patterns, the position of women, literacy and education, and popular "mentalities," including beliefs in magic and witchcraft. Alternate years.

Prerequisite: History 107 or 131 or 116, or by permission

**231 STUDIES IN RECENT AMERICAN
DIPLOMATIC HISTORY**

Whiteman

Selected topics in the foreign policy of the United States in the twentieth century, with emphasis on changing guidelines and principles.

Prerequisite: Open by permission to majors in the Division of Social Studies

**234 MODERN AMERICA, 1920 TO
THE PRESENT**

Taylor

The rise of federal power, the evolution of the industrial system, the development of popular culture, and the growth of cultural pluralism. Alternate years.

Prerequisite: History 134 or permission

**250 CRIME AND PUNISHMENT IN
EARLY MODERN ENGLAND**

Kent

Introduction to English common law and the legal system from about 1400 to 1800, with an examination of the social history of crime during this period. Special attention given to the evidence of local criminal court records and to patterns of crime among ordinary people. Other topics include legal education and the Inns of Court, medieval outlaws and aristocratic criminal bands, female criminality, laws of treason, and treason trials. Alternate years.

Prerequisite: Two units in the Division of Social Studies or permission

**251 INDUSTRIAL SOCIETY IN
NINETEENTH-CENTURY EUROPE**

Richards

An analysis of changes in social structures, organization of work, attitudes, and values in Europe from the 1790's to the eve of World War I. Evidence will be drawn primarily from the experience of Great Britain, France, and Germany. Alternate years.

Prerequisite: European Civilization 18 or permission

252 HIGH CULTURE AND POPULAR CULTURE IN EUROPE, 1890-1970

Richards

A study of high culture — political, economic, and social theories; the arts, literature, and music; philosophical and religious thought. Attention also paid to aspects of popular culture such as the customs, traditions, and assumptions of particular occupational and social groups within particular national societies and mass market publications, movies, radio, television, entertainment, and professional sports. Links between high culture and popular culture and their interrelationship will be examined as well. Alternate years.

Prerequisite: European Civilization 18 or permission

[254 EUROPE BETWEEN THE WARS: CULTURE, SOCIETY, AND POLITICS]

Richards

A detailed analysis of political events, social trends, and intellectual and cultural developments in Europe from 1919 to 1939. Emphasis placed on the reading of primary sources. Alternate years.

Prerequisite: European Civilization 18 or permission

261, 262 SPECIAL STUDY IN HISTORY
The Department

Special topics pursued by students individually or in small groups under supervision. Either term may be elected independently.

Prerequisite: Permission

[273 THE AMERICAN REVOLUTION]
Taylor

The late colonial period, the prerevolutionary crisis and debates, the struggle for independence, the emergence of nationality, and the new national governmental system. Alternate years.

Prerequisite: History 131 or permission

351 SENIOR SEMINAR IN HISTORY

Taylor

The seminar will deal with the question "What is history?" Primarily this will involve an examination of some of the best works of historians in the last few years. It will also consider ways in which people organize, analyze, and interpret past experience.

Prerequisite: Open by permission to seniors

361, 362 INDEPENDENT STUDY IN HISTORY

(½ or 1)

The Department

Research on a topic determined in advance by a student and her adviser. Either term may be elected independently.

Prerequisite: Permission

INTERNATIONAL AFFAIRS

Kenneth D. Grimm

Adviser

A student who elects the major in International Affairs will plan, with the adviser, a program of study which may comprise a selected area or areas or a special topic of international significance. She must complete 12 units in courses contributing to an understanding of her field, including: International Law or United Nations and World Government; Introduction to International Politics; two units in economics; and two units in either Comparative Political Systems or Modern European History chosen in consultation with the International Affairs adviser. Whenever practicable, the student is strongly advised to study the language and literature most closely related to her subject of investigation. A seminar will be offered when requested by a sufficient number of

major students in International Affairs. The senior comprehensive requirement may be in the form of a written or oral examination to be determined by the adviser in consultation with the students in the fall of the senior year.

POLITICAL ECONOMY

Milan E. Hapala

Adviser

This major is focused upon the relationship between economics and government, and includes a study of the historical background of problems in political economy. A student who elects Political Economy must complete twelve units in her major field. Eight units must be taken in economics and government and must include Principles of Economics and Government of the United States. The senior comprehensive requirement may be in the form of a written or oral examination or a comparable project, to be determined by the adviser in consultation with the students in the fall of the senior year.

SOCIAL STUDIES

135, [136] ASIAN CIVILIZATIONS

Fall Term: **Hapala**

Spring Term: **Berg**

Fall term: The civilizations of India, Bangladesh, and Pakistan. Spring term: China and Japan. Significant periods in their social and political history; their religious, philosophical, and artistic traditions; and their interaction with Western culture. Either term may be elected independently. Specially-qualified freshmen are admitted by permission.

[352 SENIOR SEMINAR IN POLITICAL ECONOMY]

Subjects and projects are determined by the interests and needs of members of the group. Opportunity is given for independent work under supervision.

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

354 SENIOR SEMINAR IN INTERNATIONAL AFFAIRS

Grimm

Supervised independent study, with emphasis on the correlation of different approaches to international affairs.

Open by permission to seniors majoring in International Affairs and to other qualified students.

361, 362 INDEPENDENT STUDY (½, 1) Members of the Division

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Permission of the International Affairs or Political Economy adviser

THEATRE ARTS

Eija Celli

Associate Professor, Chairman

Joseph R. Roach, Jr.

Associate Professor

Herb Rand

Assistant Professor

Michael E. Stearns

Instructor

The department offers majors in Theatre Arts and in Dance Theatre.

The major in Theatre Arts is based on Theatre Arts 21 and 22. The student must also complete Theatre Arts 101, 123 or 124, 283, 284, 289, 290, 301, and 302. The work of the major must also include the following courses in the Department of English: either 225 or 226, either 279 or 280, and at least one additional unit selected from among 223, 225, 226, 279, 280, or approved Winter Term courses. The student must complete a directing or design project and, in her senior year, a three-hour comprehensive examination.

A student who elects Dance Theatre as her major must complete Theatre Arts 101, 121, 122, 123, 124, 201, 202, 283, and 284. The work of the major must also include Music 7 and 8 and one additional course in the fine or performing arts. In her senior year the student majoring in Dance Theatre must present a dance recital and take a three-hour comprehensive examination.

THEATRE

2 PUBLIC SPEAKING

Roach

An introduction to informative, argumentative, and persuasive modes of address; traditional rhetorical principles of organization, audience analysis and effective delivery will be applied in class. Enrollment limited to 15 (25 if the course can be scheduled with an extra meeting or lab section).

•21,22 HISTORY OF THE THEATRE

Roach

A history of physical theatre from antiquity to the present. Fall term: The Greeks to 1640. Spring term: 1640 to the present. Either term may be elected independently.

101 TECHNICAL THEATRE I

Rand

Introduction to the technical aspects of theatre production: backstage organization and management, theatre architecture and mechanics, theatre drafting, scenic materials, painting, and lighting. A thorough training in scene shop functions and construction of various types of scenery. Not open to freshmen.

102 TECHNICAL THEATRE II

Rand

Advanced study in the technical aspects of theatre production: lighting theory and design, complex stagecraft and rigging, perspective drawing and rendering. Principles of theatre design and basic design technique.

Prerequisite: Theatre Arts 101

161, 162 SPECIAL STUDIES

The Department

Topics in dramatic literature, history of the theatre, or stage production pursued by individual students under supervision. Either term may be elected independently.

Open, with permission of the Department, to specially qualified sophomores and spring-term freshmen.

283, 284 DRAMATIC LITERATURE AND THEORY

Roach

A study of selected plays and critical writings from antiquity to the present. Fall term: Classical and neo-classical drama, with emphasis on the relationships between the two. Spring term: Drama from the eighteenth to the twentieth centuries, with emphasis on romanticism. Either term may be elected independently. Alternate years.

Prerequisite: Theatre Arts 21, 22 or permission

[289 ACTING]

The Department

Theatrical presentation as a critical approach to dramatic literature. Reading, discussion, and performance to develop the student's powers of expression. Alternate years.

Prerequisite: Theatre Arts 21, 22. Sophomores admitted by permission.

[290 DIRECTING]

Roach

Studies in approaches to directing, past and present, with practical application to one-act plays directed by the students. Alternate years.

Prerequisite: Theatre Arts 289 and permission

301, 302 PRODUCTION AND PERFORMANCE (½, ½)**Roach and Visiting Artists**

Ensemble participation in technical production and play performance: acting, stage design, and construction stage management, make-up, publicity, and backstage crew work. Either term may be elected independently.

Prerequisite: Theatre Arts 101 or 289

361, 362 INDEPENDENT STUDY IN THEATRE ARTS**The Department**

Special topics in dramatic literature, history of the theatre, stage production, or dance theatre pursued by individual students under supervision. Either term may be elected independently.

Open with permission to juniors and seniors.

DANCE

121, 122 DANCE HISTORY**Celli**

A general survey including the anthropological aspects of dance. Fall term: Dance in primitive cultures and its development in the western world up to the Renaissance. Spring term: Renaissance to contemporary dance. The dance in the Orient. Alternate years.

Not recommended for freshmen.

•123, 124 INTRODUCTION TO DANCE COMPOSITION**Stearns**

Basic elements of dance composition; analyses of rhythmic movement in terms of space, time, and force. Emphasis on theme and development and on enlarging personal movement vocabulary. Either term may be elected independently. Three hours of technique, four hours of studio work, related reading materials.

201, 202 INTERMEDIATE DANCE COMPOSITION**Celli**

Lectures and studio work in principles of movement as related to performing techniques. Experimentation with different contemporary points of view. Solo and small group compositions. Four hours studio work, three hours technique, related reading materials, rehearsals.

Prerequisite: Theatre Arts 123, 124

261, 262 SPECIAL STUDY IN DANCE**Celli**

Experience in group choreography and dance production. Problems in synthesis of literature, art, music, dance. Works to be performed in dance recital in the spring. Four hours studio work, three hours technique rehearsals.

Prerequisite: Theatre Arts 201, 202

365, 366 DANCE REPERTORY**Celli**

Dance works by faculty, students, and visiting artists as a learning experience for the dance student in terms of different styles and trends in choreography.

Prerequisite: Advanced students by audition only

Winter Term: Preliminary Listing

OFF-CAMPUS OFFERINGS

ANIMAL BEHAVIOR: A EUROPEAN STUDY TOUR

Johnson

A course designed to familiarize the student with current theories and research programs in European ethology. Visits are planned to several outstanding research centers in Great Britain, Germany, The Netherlands, Austria, and Switzerland. These visits will include seminars, demonstrations, and tours of the facilities. Students will be expected to complete a list of recommended readings prior to the seminars and to submit a written critique of the research they have observed at the end of the course.

Prerequisite: Psychology 3 or Biology 3

Maximum enrollment: 12; minimum, 6.

January 4-27. Approximate cost to be announced early in the fall term.

DANCE WORKSHOP IN NEW YORK CITY

January term residence with the Mimi Garrard Dance Company. Daily classes in improvisation, composition, and technique.

Prerequisite: permission

Maximum enrollment: 16; minimum, 6.

Approximate cost to be announced early in the fall term. Five days weekly.

INTERNATIONAL BUSINESS AND FINANCE: A EUROPEAN STUDY TOUR

Miller

A study of the objectives, structure, problems, and policies of multinational firms engaged in international business operations. The course is designed to familiarize the student with the economic, legal, and political environments in which multinational firms operate. Special attention will be given to financial management problems posed by flexible foreign exchange rates. The course will involve study visits to Brussels,

Geneva, Paris, and London, and on-site lectures/seminars with officials, and representatives of international organizations concerned with the operations of multinational businesses. In addition to attending the lectures/seminars, students will be required to complete a set of preliminary readings and to write a final report.

Prerequisite: one term of Introductory Economics or Economics 110.

Minimum enrollment: 10.

January 2-27. Approximate cost to be announced early in the fall term.

THE PUBLISHING WORLD TODAY

James

This introduction to the printed media — newspapers, magazines, and books — will emphasize their roles in the communication of ideas, information, news, and entertainment. Readings will provide a background on their economic structure, social influence, and the technological developments that have forced publishers to adjust to the challenges of radio and TV. Three weeks on campus will be devoted to the study of each of the major kinds of printed media; in the fourth week the class will travel to Washington or New York to visit the publishers, magazines, and a newspaper. Students will submit a research paper on some aspect of the media and be prepared to conduct a class discussion based on it.

Maximum enrollment: 20; minimum, 6.

Registration fee: \$30. Cost of the trip about \$350, plus transportation.

Four ninety-minute meetings weekly on campus.

ON-CAMPUS OFFERINGS

ANTHROPOLOGY

ETHNOLOGY OF JAPAN

Driver

A general introduction to Japanese as an object of anthropological inquiry. Lectures will deal with selected aspects of historic and contemporary Japanese culture and society, including prehistory, language, "race," kinship, and the study of culture and personality. This course may be used to fulfill the non-Western course requirement but not the social science requirement.

Three two-hour meetings weekly.

ART HISTORY

ADAM TO ZACHARIAS: A STUDY OF CHRISTIAN ICONOGRAPHY

Laing

An examination of the development of pictorial images in Christian Art. Emphasis will be placed on major subjects like the Nativity and the Crucifixion and on the iconographic programs of such important projects as Giotto's Arena Chapel, Chartres Cathedral, and Michelangelo's Sistine Chapel.

Four ninety-minute meetings weekly.

THE ART OF LANDSCAPE PAINTING

Bandes

An historical survey of landscape painting from ancient Rome to the present. Emphasis will be placed on developments from the fifteenth through seventeenth centuries.

Minimum enrollment: 6.

Three two-hour meetings weekly.

ART STUDIO

BASIC GRAPHIC DESIGN

Oliver

Descriptive drawing from the live model. Studies in varied media with emphasis upon the functional logic and basic design of the human figure. Anatomy, movement, style, and composition will be employed as an integral part of the course.

Prerequisite: Art 1 or permission.

May be repeated once for credit.

Three three-hour meetings weekly.

RAKU CERAMICS

Monk

An introduction to ceramics, focusing on the three-dimensional aspects of both functional and nonfunctional work. Raku is a fast-firing process for making clay objects. Students will make and fire their own projects in an outdoor kiln.

Three three-hour meetings weekly.

CHEMISTRY

FOOD, SCIENCE, AND SOCIETY

Blair

A study of nutritional requirements for college-age women and the scientific basis for these requirements. A discussion of food additives, the use of grain for gasohol production, and the problem of world hunger will also be included.

Four two-hour meetings weekly.

CLASSICAL STUDIES

THE LATIN LANGUAGE

Wright

A historical and linguistic investigation of the phonology, morphology, syntax, and semantics of the Latin language of the Ciceronian and Augustan periods. Earlier and later stages of the language will also be treated briefly.

Prerequisite: Latin 35, 36 or the equivalent, or permission.

Five ninety-minute meetings weekly.

ECONOMICS

INTERNATIONAL BUSINESS AND FINANCE: A EUROPEAN STUDY TOUR

See Off-Campus offerings

EDUCATION

EARLY CHILDHOOD EDUCATION

Stone

Observation and teaching in the College Nursery School and Kindergarten. Students are expected to plan and implement a unit of work involving the children.

Prerequisite: permission.

Maximum enrollment: 8

Five three-hour meetings weekly.

ENGLISH

THE FILM AND THE CITY

See Interdisciplinary offerings

GENERATIONS IN CONFLICT: POLITICS AND CULTURE IN THE SIXTIES

See Interdisciplinary offerings

COMPOSITION

Staff

Daily writing exercises, readings, and conferences. May be required of freshmen who have received an F in English 1; open to others by permission.

JANE AUSTEN

Dabney

A reading of all her novels.

Four ninety-minute meetings weekly.

WOMEN IN ENGLISH COMEDY

Aiken

A study of the female characters in the comedies of Shakespeare, Congreve, Sheridan, and Shaw. Some attention will be given to the social conditions that contributed to different views.

Four ninety-minute meetings weekly.

FRENCH

FRENCH 3W: ELEMENTARY/INTERMEDIATE FRENCH

For students in from French 3.

Four two-and-a-half hour meetings weekly.

MOLIERE: PLAYS

Leveau

A reading, in English, of eight major plays chosen from various periods of Moliere's career: *The Pretentious Young Ladies*; *Tartuffe*; *Don Juan*; *the Misanthrope*; *The Miser*; *The Would-Be Gentleman*; *The Learned Ladies*; *The Imaginary Invalid*. Majors may participate with permission of the instructor, reading the plays in French and preparing papers and examinations in French.

Prerequisite: English 1 or one unit in any literature.

Three two-hour meetings weekly.

GERMAN

THE ARTIST IN GERMAN LITERATURE

Horwege

A study of various German dramas, poems, and *novellen* dealing with various aspects of the artist and his relationship to both art and the world.

Prerequisite: German 6, or equivalent, or permission.

Four ninety-minute meetings weekly.

GOVERNMENT

CONTEMPORARY VIEWS OF REFORM AND RECONSTRUCTION OF AMERICAN SOCIETY

Hapala

An examination of representative ideologies, theories, and political programs of neo-conservatives, socialists of the Old and the New Left, feminists, and black nationalists with reference to the topics of welfare capitalism, women's rights, and racial harmony.

Three two-hour meetings weekly.

HISTORY

THE FILM AND THE CITY

See Interdisciplinary offerings

GENERATIONS IN CONFLICT: POLITICS AND CULTURE IN THE SIXTIES

See Interdisciplinary offerings

MAGIC AND WITCHCRAFT IN EUROPE AND AMERICA

Kent

An examination of magical beliefs and practices, with special emphasis on "the witch-craze" in late medieval and early modern Europe and in seventeenth-century New England. Consideration will be given to why people believed in witches, to patterns of accusation (who accused whom of witchcraft and why) and to whether or not there were witches.

Three two-hour meetings weekly.

INTERDISCIPLINARY

THE FILM AND THE CITY

Rowland and Taylor

Twelve films dealing with the city and such problems of urban culture as violence, loneliness, and regimentation will be viewed. Supporting readings in original documents and literary works will be required as well as the writing of papers. This course may not be used to fulfill the degree requirements.

Thirteen two-hour meetings, plus the film viewings.

GENERATIONS IN CONFLICT: POLITICS AND CULTURE IN THE SIXTIES

Piepho and Richards

A study of major events as well as developments in literature, film, and music in Europe and the United States during the decade. Topics will include the civil rights movement, student protest movements, the political and cultural impact of the Vietnam War, and the significance of film and popular music. This course may be used to satisfy the history degree requirement.

Four ninety-minute meetings weekly.

MATHEMATICS

ELEMENTARY NUMBER THEORY

Kirkwood

Unique factorization, congruences, primes, divisibility, primitive roots, and other topics in number theory. A 200-level mathematics course appropriate for majors and secondary teachers.

Prerequisite: Math 24 and permission.
One seventy-five-minute meeting daily.

MATH 21W: DIFFERENTIATION

Daughtry

A continuation of Math 21. Prepares the student to enter Math 24—Calculus II—in the spring term. Applications of the derivative, maxima and minima, curve plotting and introductory integration.

Prerequisite: Math 21 or permission. Credit will not be allowed for both Math 23 and Math 21W. Permission may be granted if the student has had some calculus in high school.

Enrollment: maximum, 20; minimum, 5.
Two one-hour meetings daily.

MATH 80W: FORTRAN PROGRAMMING

Shelburne

An introduction to computer programming and the use of a time-share computer system. Students will write several FORTRAN programs to solve problems.

Prerequisite: Math 9 or Math 23 or permission.

Enrollment: maximum, 30; minimum, 5.
M-F 9:30-11:30 and 2:30-4:00

MODERN LANGUAGES

THE FRENCH-ITALIAN CONNECTION: LITERARY EXCHANGE AND INFLUENCE FROM THE MIDDLE AGES TO THE RENAISSANCE

Bradley-Cromey

The course will treat two major areas: lyric poetry from twelfth-century Provence to the Sicilian School and *Dolce Stil Nuovo*, including the evolution of the sonnet from Petrarch to Ronsard; Rolandian epic, from the *Chanson de Roland* to the Franco-Italian adaptations and Ariosto. In English, with arrangements open for students wishing to read in Italian and/or French.

Prerequisite: one unit in literature, minimum.

Three two-hour meetings weekly.

For other modern language courses, see the French, German, and Spanish offerings.

MUSIC

PIANO MUSIC FOR FOUR HANDS

Rhodes

This course will explore the literature of the duet and two-piano genre. Open to music students and non-music students who have piano background.

Three two-hour meetings weekly.

PHYSICAL EDUCATION

DRESSAGE SPORTIF

Lendon Gray

A study in the classical dressage theories of the modern French school and mounted work in *dressage sportif*. The mounted work

will follow the method and techniques of Jousseume.

Prerequisite: High-level 071/072 and permission.

Maximum enrollment: 8; minimum, 6.

Two hours of mounted instruction and four ninety-minute lecture/discussion/demonstration periods weekly.

STUDY IN PHYSICAL EDUCATION

Students will conduct a comparative study of women's intercollegiate field hockey in England and the United States and complete a research paper comparing historical and sociological origins of the sport. The course will include travel in the London and Midlands area, playing a schedule of ten hockey matches against English colleges and universities.

Admission by permission.

Minimum enrollment: 12; maximum, 18.

A minimum fee for this course will be announced in early fall.

PSYCHOLOGY

ANIMAL BEHAVIOR: A EUROPEAN STUDY TOUR

See Off-Campus Offerings.

RELIGION

CHINA'S RELIGIOUS HERITAGE

Garner

Readings from the traditional philosophies — Confucian, Taoist, and Buddhist — and from contemporary observers, with some consideration of the Chinese response to Christian missions and to the Maoist Cult. This course may be used to satisfy the non-Western course requirement.

Four ninety-minute courses weekly.

SOCIOLOGY

ELITES AND SOCIETY

Drayer

Sociological explanations for the emergence and formation of elite groups in society will be considered and applied to the comparative analysis of elites in selected societies. Particular attention will be directed to elite life styles and the processes by which elites consolidate power and influence.

Prerequisite: Sociology 9 or 12.

Three two-hour meetings weekly.

SPANISH

SPANISH PRONUNCIATION

Ingber

Basic Spanish phonetics and intonation, using as models recordings made by native speakers. These recordings will include samples of prose, poetry, theater, folk tales and folk songs from various countries. Standard Latin American pronunciation will be emphasized. For students at any level of competence. If necessary, students will be grouped according to ability. This course does not count towards satisfaction of the language requirement.

Prerequisite: Spanish 1 or its equivalent, and permission.

Enrollment limited to 10.

Four two-hour meetings weekly.



THEATRE ARTS

DANCE WORKSHOP IN NEW YORK CITY

See Off-Campus Offerings.

DANCE WORKSHOP ON CAMPUS

Rhodes, Dance faculty, and visiting artists

Daily classes in technique, improvisation, and composition. Rhythmic analysis and contemporary music literature.

Prerequisite: permission.
Five days weekly.

THEATRE PRODUCTION WORKSHOP

Staff and visiting artists

Practical studies in the theatre arts. Lectures, discussions, and experience in such areas as stagecraft, scene design, lighting, costuming, and sound.

Prerequisite: permission.

Offered on pass/fail basis only. May be repeated for credit.

Six days weekly.

Academic Regulations

ADVANCED PLACEMENT AND EXEMPTION

Exemption from one or more of the degree requirements and/or admission to advanced courses may be granted on the basis of the Advanced Placement Tests of the College Entrance Examination Board or, in some cases, placement tests taken at Sweet Briar. Requests for information about the Advanced Placement Tests should be made to the College Entrance Examination Board or the student's high school counselor.

Since the College wishes to enable every student to advance at a rate commensurate with her ability and previous preparation, any student who has not participated in the Advanced Placement Program but believes that she is capable of doing the work of an advanced course or should be exempted from a degree requirement may so indicate to the Dean. Placement tests and conferences with department chairmen will be arranged to meet the needs of such students.

A student who has a score of 5 or 4 on an Advanced Placement Test will receive college credit and exemption from the particular requirement which it represents. Neither credit nor exemption will be granted for a score of 3 or below.

Placement tests in a few subjects will be given at Sweet Briar during the opening week of the college year and a student who demonstrates unusual ability in a test taken at Sweet Briar may be given credit as well as exemption at the discretion of the department concerned. Only those freshmen who receive 600 or better in the English Achievement Test will be permitted to take a test in composition at Sweet Briar on the basis of which they may be exempted from English 1. A student who is so exempted is eligible to take a 100-level course in English.

Students who request advanced placement in studio art must submit a portfolio for review by the studio instructors.

If a student considers herself sufficiently experienced in one of the activities offered in physical education to meet the aims stated for the degree requirement, she may apply in

writing to the department chairman for exemption from the requirement.

Language Placement Tests

All students who wish to continue any modern foreign language offered for entrance must take placement tests to determine which courses they may take. Either the Achievement Tests of the College Entrance Examination Board taken in high school or the equivalent given at Sweet Briar may be used as the basis for placement.

Not more than two first-year modern languages may be credited toward the degree.

Students who elect Latin and offer three units at entrance will take a placement test to determine which course they should take.

CLASS ATTENDANCE

The College maintains that regular class attendance is essential to its educational plan. It is the responsibility of the student to attend class and to keep up her work.

GRADES AND QUALITY POINTS

Grades are assigned as follows: *A*, excellent; *B*, good; *C*, satisfactory; *D*, poor but passing; *F*, failure. Quality points are to be counted as follows: *A*, 4; *B*, 3; *C*, 2; *D*, 1; *F*, 0. For every unit of plus, 0.3 quality point is added; for every unit of minus, 0.3 quality point is subtracted. The plus symbol may be used with grades of *B*, *C*, and *D* only; the minus symbol may be used with *A*, *B*, *C*, and *D*.

The credit ratio is the ratio of the total number of quality points to the total number of units taken, a credit ratio of 2.000 being equivalent to a *C* average.

Incomplete indicates that a substantial piece of required work in a course has not been completed because of exceptional circumstances which merit an extension of time.

A student transferring from another college or offering summer school work for

credit is required to have for graduation a credit ratio of 2.000 for the work pursued at Sweet Briar College.

ELIGIBILITY

A student whose work is markedly below the average of *C* at the end of any academic term may be declared ineligible to return to the College or may be advised to withdraw.

EXAMINATION

Examinations are given in all courses at the end of each term, unless the instructor concerned decides upon some other means of testing. Students schedule their examinations themselves within the period provided in the official calendar for the term.

All tests and examinations are given under the Honor System. Any violation of its requirements constitutes a serious offense.

PASS/FAIL

A student with a cumulative credit ratio of at least 2.000 may, with the approval of her adviser, take one course each term on a *Pass/Fail* basis. A student in her first term at Sweet Briar is not eligible for this option.

REGISTRATION

Students, both new and returning, must complete their registration for courses on the dates specified in the official calendar each year. Failure to register at the specified time will entail a late registration fee. All students are expected to attend the opening convocation on the date designated in the calendar.

Boarding students must report their arrival at the College in September to the Office of the Dean of Student Affairs on a form provided by the office.



MISCELLANEOUS REGULATIONS

Withdrawal

A student who wishes to withdraw from college during the academic year must present to the Dean the written approval of her parents or guardian stating the reasons for withdrawal. She must clear all financial obligations before honorable dismissal can be granted.

The College reserves the right to exclude at any time any student whose conduct or academic standing it regards as unsatisfactory.

Readmission

Readmission after withdrawal from Sweet Briar is not automatic. Application for readmission should be made to the Dean of the College.

Honors and Awards



ACADEMIC HONORS

General Honors of three ranks — *cum laude*, *magna cum laude*, *summa cum laude* — are awarded to members of the graduating class on the basis of their academic record for the entire course. Candidates under the Honors Program may receive departmental citations: with honors, high honors, or highest honors.

Dean's List

At the end of each fall and spring term the Dean prepares a list of members of the three upper classes who have shown outstanding ability and achievement in the work of the term.

Freshman Honor List

Freshmen who achieve an outstanding record in the fall term are recognized in February.

Junior Honors

Junior Honors are awarded at the opening convocation to the highest-ranking members of the junior class.

Emilie Watts McVea Scholar

Each year the College recognizes academic achievement by conferring upon the highest-ranking member of each class the honorary title of Emilie Watts McVea Scholar, a designation which bears the name of the second president of Sweet Briar College.

Phi Beta Kappa Society

Phi Beta Kappa Society authorized a charter for the Theta chapter of Virginia at Sweet Briar College in 1949. Each year the chapter elects to membership seniors of high scholastic attainment; it may also elect juniors of exceptional ability.

Tau Phi

Tau Phi is an honorary society organized for the purpose of upholding the principle of a liberal arts education — the broadening of the mind by contact with the many fields of human knowledge. The membership is composed of a limited number of upperclassmen chosen in recognition of their scholarship, character, and aesthetic sensitivity, as well as their interest and participation in the intellectual growth of the College. Throughout the year the society assists the Lectures Committee to encourage attendance at lectures, plays, and concerts and to arrange hospitality for visiting speakers.

Sweet Briar Scholars

Established in 1976, the Scholars Program honors students who are outstanding academically and are leaders in the College. Scholars are selected from incoming and current students on the basis of demonstrated academic ability, contributions to school and community life, and general excellence as persons. Each Scholar receives a \$1,000 award and a \$150 credit at the College Book Shop for textbooks.

HONOR AWARDS

The Alumna Daughter Scholarship was established in 1974 by the Executive Board of the Alumnae Association to honor an alumna daughter in either the junior or senior class who has demonstrated while at Sweet Briar the traditions of sound learning and social responsibility which have characterized the alumnae of the College since its founding.

The Mary Kendrick Benedict Scholarship was established in 1945 by former students, colleagues, and other friends of Dr. Mary Kendrick Benedict, the first president of Sweet Briar College. Income from this fund is to be used as a scholarship for an upperclass student of high academic standing and personal integrity, who has shown a purpose for service in her college experience.

The Juliet Halliburton Burnett Scholarship was established in 1974 by R. Walker Martin to honor and recognize the outstanding and devoted service to Sweet Briar College of Mrs. Oscar W. Burnett, former Overseer, Director, and President of the Alumnae Association. The income is used to provide a merit award to an outstanding upperclass student chosen from participants in the Sweet Briar Environmental Studies Program.

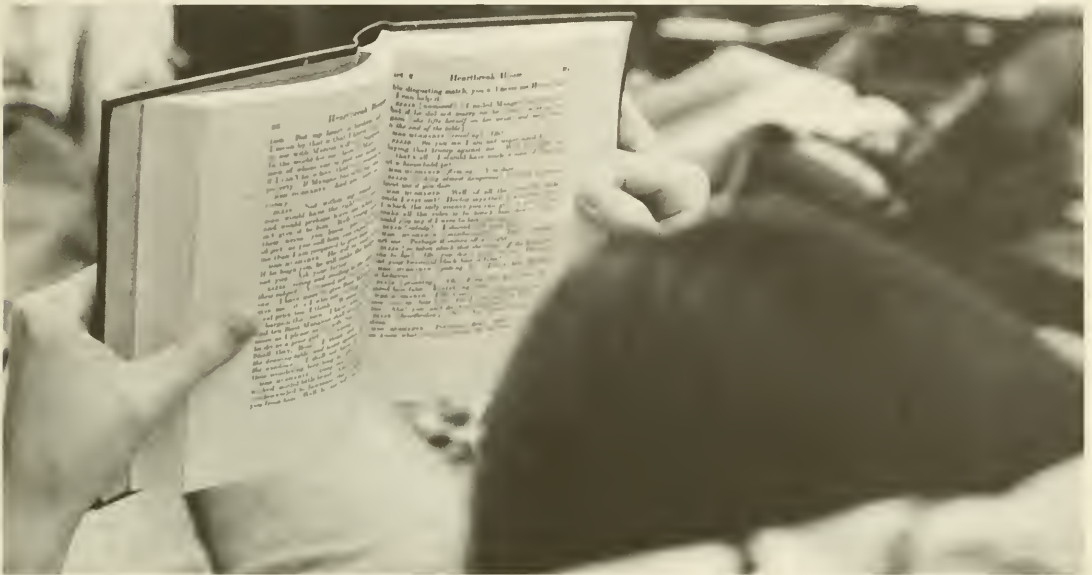
The Manson Memorial Alumnae Scholarship was established by the alumnae in memory of N. C. Manson, Jr., to give recognition each year to an upperclass student of high academic standing who shows qualities of leadership and makes a constructive contribution to student life.

The Everingham Rickards and Captain Garrett V. S. Rickards Memorial Scholarship was established in 1974 by Mrs. Everingham Rickards, Class of 1910, in memory of her son who died in World War II, and her husband. This award is given to one or more members of the rising sophomore class who best demonstrate potential for leadership, academic excellence, and community involvement, which have distinguished the College throughout its history.

SPECIAL AWARDS

The Jean Besselievre Boley Fund was established by the parents and husband of Jean Besselievre Boley of the Class of 1935, to encourage interest in creative writing. The fund provides a prize of \$100 to the student submitting the best short story entered in the annual competition. It may also provide a grant-in-aid for a junior or senior with demonstrated ability in creative writing who requires financial assistance and is recommended by the Dean.

The Marcia Capron Award was established by John D. Capron in honor of his wife. This award is given at commencement to a senior for excellence in French.



The Penelope Czarra Award was established by the parents of Penelope Lane Czarra of the Class of 1975 to honor the senior who best combines scholastic achievement, student leadership, and effective contributions to the improvement of quality of student life at Sweet Briar.

The Connie M. Guion Award was established in honor of Dr. Guion by Mr. and Mrs. J. Wilson Newman and their daughters, Clare Newman Blanchard, Class of 1960, and Mildred Newman Thayer, Class of 1961. It is given to a member of the graduating class "for excellence as a human being and as a member of the College."

The Wall Street Journal Student Achievement Award for Excellence in Economics is presented at commencement to an outstanding economics major.

The Helen K. Mull Psychology Scholarship was established by the bequest of Helen K. Mull, professor of psychology at Sweet Briar from 1927 to 1958. It is awarded to the highest ranking psychology major in the graduating class for graduate study in psychology.

The Lawrence Nelson Award was established in 1971 in memory of Professor Nelson, who taught English at Sweet Briar from 1946 to 1970. It is awarded each year to a senior chosen by the Department of English for general excellence in English.

Anne Gary Pannell Graduate Fellowship in History was established in honor of the fifth president of the College by Dorothy Stimson, visiting professor of history at Sweet Briar in 1956. The fellowship, to encourage high standards of scholarship in history, is awarded annually to an outstanding senior history major who plans graduate study.

The Martha von Briesen Prize in Photography was established by the Alumnae Association in honor of Martha von Briesen, Class of 1931, for her many years of outstanding service to the College as director of public relations. A prize of \$25 is awarded to a graduating senior who has made outstanding achievements in the field of photography as a fine art.

Student Life

Sweet Briar is primarily a residential college. With the exception of a few day students, all students live in dormitories, eat in the College dining hall, and share a commonality of daily living.

Because the College is small, Sweet Briar students all know each other and find the faculty thoroughly approachable. It is a close-knit, friendly community.

CAMPUS ORGANIZATIONS

Among the advantages of a woman's college are the unlimited opportunities for women to participate and assume leadership roles in all manner of organizations and activities. At Sweet Briar, students are urged not only to be active in existing organizations, but to establish their own groups and clubs if none corresponding to their own interests already exists. For example, Sweet Briar's radio station, WUDZ, received its initial impetus from the effort and enterprise of a single student and now engages the concerted efforts of a staff of 30. Most campus organizations are funded through the Student Activities Fee and are part of *Interclub*, a committee of the Student Government Association.

STUDENT GOVERNMENT

Students participate in the governance of the College through holding the many offices and committee positions of the Student Government Association. The Association and its committees, with powers and responsibilities delegated by the faculty and administration, are largely responsible for the self-governance of the student body.

Officers of the Student Government Association work with class officers, Judicial Committee representatives, house presidents, and the committees of the Association — Social, Curriculum, Orientation, Health Services and Career Planning, — as well as ad hoc committees. Two of the major committees, both of which are composed of student officers and representatives of the faculty and administration, are the

College Council which meets regularly to discuss problems of general college welfare, and the *Judicial Committee*, which considers major cases of discipline. Three other student committees which play vital roles in the governance of the College are the *Curriculum Committee*, the *House Presidents Council*, and the *Social Committee*.

HONOR SYSTEM

The Student Government Association is founded upon a highly developed concept of honor which, through the Honor System, applies to all phases of academic and social life. The Honor System is based on the fundamental belief that harmony in community living is best achieved when it has as its basis honor and mutual trust. Each entering student becomes a full member of the Student Government Association upon taking the Honor Pledge to uphold three principles: 1) integrity of her word, 2) respect for the property of others, and 3) honesty in academic work.

ATHLETICS

Sweet Briar's 3,300-acre campus provides a great natural setting for hiking, tennis, riding, swimming, and many other sports and outdoor activities. In addition, athletic facilities include the Prothro Natatorium, an unparalleled swimming and diving facility; the Harriet Howell Rogers Riding Center; a fully equipped gymnasium; 14 tennis courts; and hockey and lacrosse fields considered the finest in Virginia.

The Varsity Sports Council and the Recreation Association, in conjunction with the Department of Physical Education, provide activities at all levels of competence. Varsity teams in basketball, field hockey, golf, lacrosse, riding, swimming and diving, volleyball, and tennis compete with teams from other colleges and universities. Intramurals and faculty-student competitions in basketball, volleyball, relays, and other sports take place regularly. Club soccer

meets fall and spring. All students are encouraged to participate in these and individual sports, such as cross-country, riding, gymnastics, dance, and fitness.

SWEBOP (the Sweet Briar Outdoor Program), sponsored by the Office of Student Affairs, offers a popular series of outdoor programs that range from backpacking on the Appalachian Trail, to white-water canoeing, tubing on the James River, spelunking in near-by caves, rock-climbing, and bike-riding.



DANCE

Original choreography and technical competence are bases for membership in *Dance Theatre*, which stages a major performance each semester, sometimes in conjunction with other colleges in the area.

DRAMA

Paint and Patches is the student drama club whose members are elected on the basis of their work in one or more phases of theatre production. The club usually stages two productions a year.

LANGUAGE CLUBS

The *Italian, French, German, and Spanish* clubs enable students to practice their language skills and learn more about the cultures of the countries in which they have an interest. The clubs sponsor films, lectures, and dining hall language tables.

MUSIC GROUPS

Students are encouraged to audition for any or all of the campus music groups. The Sweet Briar *Concert Choir*, which performs both secular and sacred music, presents several major concerts each year, often in cooperation with nearby men's colleges. This choir is directed by a member of the music department, with admission by audition, and carries academic credit. *The Collegium Musicum*, also professionally directed, specializes in the performance of early music, accompanied by such baroque/renaissance instruments as recorders, krummhorns, and the portativ organ. Participation in the *Collegium* also carries academic credit.

The Sweet Tones is a student-directed singing group composed of approximately 15 sophomores, juniors, and seniors. They perform their own arrangements of popular songs at campus events and other colleges. New members are chosen at auditions each year in the spring.

PUBLICATIONS

Any student is welcome to join the staff of one of the student publications. *The*

Brambler, the college literary magazine, publishes student poetry, stories, photography, and art work. *The Sweet Briar News* is published weekly; *The Briar Patch*, the college yearbook, in the spring; and *The Student Handbook*, in the fall.

RADIO

Students interested in broadcasting can take part in writing, producing, and announcing documentary or entertainment programming for WUDZ-FM, the College's student-run radio station. The power output of the station will be raised from 10 to 100 watts during the 1981-82 school year, resulting in an effective broadcast radius of 15 miles.

SOCIAL CLUBS

Sweet Briar does not have Greek-letter sororities, but does have a few clubs which select upperclass members on the basis of academic performance, enthusiasm, or college spirit. These organizations which "tap" new members each year, have serious or satiric purposes and such diverse names as Chung Mungs, Bum Chums, Q.V., Earphones, and Aints and Asses. Tau Phi is an honorary scholastic society (see p. 106).

PUBLIC EVENTS

The number and diversity of programs that appear on the college calendar reflect the broad scope of interests and tastes in the community. Supplementing normal instruction, these events are open without charge to people at the College and to the public. Each year there are many lectures and symposia on a wide range of subjects, concerts and dance recitals by outstanding artists, plays or operas by professional companies, poetry readings, and art exhibitions. In addition, there are two series of weekly film programs, one of which presents old and modern classics of the screen, and the other, currently popular films.

Scholars, scientists, and artists frequently visit the campus to give classroom and public lectures and to meet with students in small discussion groups. Workshop or forum presentations are scheduled at intervals, focusing attention on special topics, such as domestic or international affairs, environmental issues, or women's rights. The list of visitors to Sweet Briar in the past two years includes many lecturers and performers considered foremost in their fields. Among the visitors were:

- *Isaac Bashevis Singer*, winner of the 1978 Nobel Prize for Literature speaking on literature and folklore.
- *Bess Meyerson*, former Miss America and Commissioner of Consumer Affairs for the State of New York, talking on the role of women in the formulation of public policy.
- *Dr. Donald Johanson*, author of *Lucy, The Beginnings of Humankind*, and codiscoverer of *Australopithecus afarensis*, the most ancient and most primitive human species thus far discovered.
- *Drs. Jane Goodall, Dian Fossey, Francine Patterson, and Biruté Galdikas*, four of the world's leading primatologists, with Mr. *Gilbert M. Grosvenor*, president of the National Geographic Society, for the Ewald Scholars Symposium "Humans and Apes." Dr. Goodall was visiting professor of anthropology at Sweet Briar College, 1978-81.
- *Daniel Nagrin Dance Company*.
- *Ora Fant*, one of the nation's top consultants to industry on the problems of women and minorities in the corporate structure.
- *Congressman Toby Moffett* (D., Conn.) and *Clifton C. Garvin*, chairman of the board and chief executive officer of Exxon Corporation speaking on energy.
- *Sen. Paul Laxalt* (R., Nev.), Ronald Reagan's campaign manager, talking about the presidential election.
- *Cleanth Brooks*, professor emeritus of rhetoric at Yale University, speaking on

“Faulkner’s Spiritual and Ethical Values.”

- *The Virginia Opera Theatre* productions of “Madame Butterfly” and “Don Pasquale.”
- *Captain Grace Hopper*, pioneer in the computer field.
- *Rosamond Bernier*, lecturer at the Metropolitan Museum of Art and Clement Conger, curator of the White House, talking about collecting art.
- *The Longwharf Theatre Company* presenting “Private Lives.”
- *Michael Novak*, Resident Scholar in Religion and Public Policy at the American Enterprise Institute, speaking on “The War of Ideas.”
- *James Rouse*, nationally acclaimed urban planner whose creations range from the planned community Columbia, Md., to Harbor Place in Baltimore and Faneuil Hall in Boston, speaking on the “Future of the American City.”

RELIGIOUS EXPRESSION

Sweet Briar College possesses a wholesome diversity of religious beliefs and attitudes among its students. Under the guidance of the *Church and Chapel Committee*, made up of students and faculty, the Chaplain helps to organize programs of worship and spiritual development, community service, and study.

An interdenominational Service of Worship is conducted in the Sweet Briar Memorial Chapel each Sunday and a Service of Holy Communion is conducted weekly. Roman Catholic Mass is also celebrated weekly. There is a synagogue in nearby Lynchburg. Students are invited to meet the pastors of the local Episcopal, United Methodist, Presbyterian, and Baptist churches. Other denominations represented by churches in Amherst or Lynchburg are Christian, Christian Science, Church of Christ, Greek Orthodox, Latter Day Saints, Lutheran, and the United Church of Christ.

Because religious convictions are expressed in many ways, opportunities are provided

for students to become involved in worship, leadership, community service, study groups, and fellowship opportunities.

RACIAL AWARENESS MOVEMENT

Sweet Briar’s *Racial Awareness Movement* (RAM) has brought together a group of concerned students and faculty who meet regularly. In an effort to confront racial issues on college campuses, RAM, together with the Church and Chapel Committee, sponsored an interracial, intercollegiate conference in 1980, which was attended by many students and faculty from colleges and universities throughout Virginia. RAM is a founding member and active in the Black Students Alliance of Central Virginia. This group is planning 14 inter-campus events during the 1981-82 academic year.

INTERACT

The student organization *Interact* provides a valuable link between students, alumnae, friends of the College, and the local community. *Interact* members present programs about Sweet Briar to alumnae gatherings, both on campus and in their home towns; they also assist with special events on campus, such as parents weekends, prospective student weekends, and meetings of the Board of Overseers, the Alumnae Council, the Friends of the Library, and the Friends of Art.

SOCIAL ACTION AND SERVICE

Among the activities of the Church and Chapel *Community Service Committee* is a regular, on-going relationship with Ryan’s Nursing Home in the nearby town of Amherst. Students and faculty make dramatic, musical, and other kinds of presentations from time to time, and individual students are encouraged to develop regular, caring relationships with individual

patients. Related to this project are periodic educational sessions about the special problems and possibilities of aging and old age in our culture.

THE OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs oversees the nonacademic aspects of student life. Its prime concern is to help each student develop as a whole person. The Office of Student Affairs encourages every member of the College community to become actively involved in student clubs, organizations, and activities, as well as in the human development programs it sponsors. The office also provides services in the areas of counseling, career planning, orientation, health services, international student concerns, residential life, programming, and student development, all of which are designed to assist students in their personal growth.

Counseling Services

The counseling of students in regard to social life, campus life, and extra-curricular activities is centered in the Office of Student Affairs. The Dean of Student Affairs, the Assistant Dean of Student Affairs, Resident Coordinators, the Director of Career Planning, the Assistant Director of Career Planning, the College Physician, and the Consulting Psychiatrist are all individuals with counseling training who can assist students with personal problems. A trained corps of upperclass students serving as Resident Advisers, who live on different floors in the residence halls, are also available for counseling assistance.

The Rev. Myron B. Bloy, Jr., Chaplain, is available to students for counseling or examination of personal and spiritual concerns.

Orientation

A program of orientation designed to help new students become acquainted with Sweet

Briar is scheduled each year. Planning for orientation is conducted by the *Student Orientation Committee* and the Office of Student Affairs. The program itself explains the roles of administrative officers and the heads of student organizations; describes the educational program and ideals of the College, including its honor system; and outlines the responsibilities each student must assume as a member of the Sweet Briar community. Each student has a session with her faculty adviser to plan her course of study in accordance with the results of placement tests she has taken as well as her own interests. Student group leaders meet with new students daily during orientation to answer questions about campus life. Registration for classes takes place after this session.



Career Planning

The professional counselors in the Office of Career Planning help students formulate their plans for future study and/or careers. Individual interviews, monthly career panels, a monthly newsletter, various career conferences, and a library of resource



materials provide information on career fields, employment opportunities, and graduate programs. Throughout the year recruiters from graduate schools and businesses visit the Office of Career Planning to interview interested students. The office also sponsors workshops on such necessary skills as assertiveness, decision making, job-hunting techniques, and resume writing.

The Sweet Briar Connection is a network of alumnae working in many fields, who help students discover career interests through internships and "shadowing" experiences arranged with the assistance of the Career Planning Office.

Permanent credential files for graduates are maintained in the Office of Career Planning and pertinent information is forwarded to prospective employers for all seniors who register for this service. Students are encouraged to consult the Office of Career Planning early and often.

Health Services

Health services are coordinated by the College Physician, whose staff includes five registered nurses. A psychiatrist serves part-time for preliminary diagnosis and psychiatric consultation and for group discussions with faculty and students. The fee for medical service, which is included in the comprehensive fee, covers office visits and medical attention as well as up to five days confinement in the 10-bed infirmary. When students are referred to medical specialists, normal fees are charged directly by these physicians.

International Students

The Office of Student Affairs advises the *International Student Organization* and through this club informs foreign students of programs and social activities which may be of particular interest to them. The office helps arrange special holiday and vacation



employment and housing for international students. Students who wish to become acquainted with a family in the immediate area may meet host families through the Student Affairs Office.

Residential Life

Room assignments and room changes in the College residence halls are made and adjusted by the Office of Student Affairs. No student may change her room without proper authorization. The student Resident Advisers, who live in each residence hall, and the professional Resident Coordinators report to the Office of Student Affairs. They provide assistance to students in resolving problems or obtaining necessary information.

Programming

The Student Affairs Office coordinates programming in noncredit activities, such as first aid, an extensive outdoor program, bicycling, ballet, auto repair, and bridge. The office also schedules events, such as trips to Washington, D. C., Richmond, and

Williamsburg to see plays, dance, art exhibitions, and historical museums, as well as programs on such topics as women's issues, human sexuality, and alcohol abuse. In conjunction with the *Social Committee*, the Office of Student Affairs assists in the promotion of a variety of social events, including formal dances, mixers, faculty-student wine and cheese parties, visits by musical groups from Yale, V.M.I., Princeton, Washington and Lee, and Hampden-Sydney, weekly films, and backgammon tournaments.

Student Development

The Office of Student Affairs has established a number of individual and group activities to assist in the student's personal growth, including leadership training, a Human Potential Seminar, decision-making exercises, time-management groups, problem-solving programs, confrontation skills, study skills workshops, health education programs, values clarification exercises, stress workshops, and general training in such skills as programming and conducting judicial hearings.

Admissions

Admission to Sweet Briar College is open to students of varied backgrounds, talents, interests, and experience, who want to pursue an education in the liberal arts. The Committee on Admissions selects applicants who present evidence of a strong academic foundation, scholastic ability and motivation, and strength of character.

CAMPUS VISITS

Prospective students are invited to visit the College for interviews and campus tours at any time during the year. While college is in session, attendance at classes, appointments with faculty members, and overnight stays in the dormitories may be arranged. The Admissions Office is open from 8:30 a.m. to 4:30 p.m. Monday through Friday throughout the year and on Saturday mornings (by appointment) from opening week in September until Commencement in May.

Special weekends for prospective students are held several times during the year. For information about all campus visits, write or telephone the Admissions Office (804-381-5548).

Those who are unable to come to Sweet Briar may talk with a member of the Admissions Office staff who is visiting schools in their area.



ADMISSION TO THE FRESHMAN CLASS

A candidate's secondary school program should consist of at least four academic courses each year with a minimum total of 16 academic units, including English, foreign language, mathematics, science, and social studies. Candidates may also offer units in art, drama, humanities, music, philosophy, psychology, religion, sociology, speech, or topical studies.

Four years of English are required. In addition, a typical program might include three to five units of sequential work in foreign language; three units in mathematics (two in algebra and one in plane geometry); at least one unit in history and one in a laboratory science.

Consideration also is given to applicants who offer programs which differ from these recommendations. In evaluating programs, the Committee on Admissions seeks assurance that the candidate has a sound academic preparation.

Sweet Briar recognizes the purposes of the Advanced Placement Examination Board. Students presenting scores of 4 or 5 on A.P. examinations will receive college credit and exemption.

The Director of Admissions is glad to advise prospective candidates about their programs, especially if they have questions about courses they wish to offer for admission. Before applying, students may submit school records with a list of proposed senior subjects and may request a preliminary evaluation of their chances for acceptance.

The Committee on Admissions meets during February and March and letters of acceptance are mailed between March 1 and April 15. If a candidate needs to know the Committee's decision before she is notified in order to avoid paying a nonrefundable fee to hold a place at another college, she should call the Director of Admissions at Sweet Briar.

Information about financial aid will be found on page 118.

APPLICATION CREDENTIALS

Application for admission should be made before March 1 on an application form supplied by the College and accompanied by a nonrefundable application fee of \$20. The following credentials are required. Letters of acceptance are mailed between March 1 and April 15.

- a) *Application Form*, including a series of short essay questions, giving each applicant an opportunity to write about her interests and activities.
- b) *School Records*. Applicants must submit a preliminary transcript of their work from 9th through 11th grades. Special forms for first-semester senior records are mailed directly to schools in January.
- c) *A recommendation of character and academic promise* from their college counselor, including information about the candidate's interests, attitudes, and activities as a member of the school community.
- d) *Tests of the College Entrance Examination Board*. All applicants for the freshman class must take the Scholastic Aptitude Test before February of year of entrance. Three achievement tests are required of all matriculants but need not be presented with the application.
- e) *Social Security number*.

The three Achievement Tests may be divided between the junior and senior years. One of these must be English (preferably the English Essay Test, offered in December); the other two are the candidate's choices. A candidate who expects to continue a language she has studied in secondary school should take a language Achievement Test. The results of these tests are used both for guidance in admission and in planning the student's program in college.

EARLY DECISION PLAN: FIRST CHOICE

Well-qualified candidates who have decided that Sweet Briar is definitely their first choice should consider the Early Decision Plan. The Committee on Admissions notifies early candidates of its decision by December 1. Candidates for Early Decision should:

- a) File application for admission, including "Request for Early Decision" card, before November 15.
- b) Send all credentials and other information, including scores from SAT or PSAT, to the College by November 15. If an early candidate has not completed the three Achievement Tests before November 15, she may send these scores later in the year.
- c) Agree that, if accepted, they will withdraw all applications at other colleges and submit the non-refundable room reservation fee of \$300 by January 15.

Early Decision Financial Aid candidates will be notified of action taken on their aid applications by December 1, or as soon as all financial forms have been received at the College, prior to the January 15 room reservation deadline.

Early acceptances are made with the understanding that the work of the senior year will continue to be of high quality.

Some applicants may be notified that the Committee on Admissions wishes to receive the first semester senior grades before making a decision. These will be deferred for consideration with the regular applicant group.

ADMISSION WITH ADVANCED STANDING

Sweet Briar welcomes applications each year from qualified students who wish to enter with advanced standing from other colleges or universities. Candidates should fulfill the requirements for admission to the freshman

class, including the Scholastic Aptitude Test but not the Achievement Tests of the College Entrance Examination Board, and should have completed at least one full semester of college work. They should present the following credentials to the Director of Admissions:

- a) An official transcript of secondary school records.
- b) An official transcript of record from the college attended.
- c) A catalog showing descriptions of the courses taken.
- d) A recommendation from the Dean or other official of the college, on a form to be supplied by Sweet Briar.

Notification of acceptance or rejection is sent to the applicant shortly after all credentials are complete.

Students who transfer to Sweet Briar from four-year or junior colleges accredited by their regional associations will receive tentative credit for courses in which a grade of C or better has been obtained and which satisfy the aims of liberal arts courses as interpreted at Sweet Briar College. Not more than 19 units, or 57 semester hours, from another institution will be allowed toward the 38 units or 114 semester hours required for the Sweet Briar degree. Courses offered to satisfy distribution requirements must conform in content to courses given at Sweet Briar. Confirmation of credit depends upon the quality of student's work in her first year at Sweet Briar.

Applicants for advanced standing from four-year or junior colleges not accredited by their regional associations should consult the Director of Admissions at Sweet Briar.

ADMISSION OF DAY STUDENTS

Applicants who live in the vicinity of Sweet Briar and who qualify for admission may enroll as day students.

OTHER ADMISSIONS

Early Admission

Candidates who wish to graduate early from secondary school will be considered for admission; they should present evidence of unusual academic performance and maturity.

Part-time Students

Part-time students are welcomed at Sweet Briar and are advised to apply to the Dean for information on courses offered. The fee for a course taken for academic credit, and for which the College will provide a record and grade report, will be based *pro rata* on the tuition charge to full-time students. Upon application and proof of need, a limited amount of financial aid is available for those unable to pay the full course fee. For fee information contact the Admissions Office.

Continuing Education Program

Part-time students may take continuing education courses scheduled in the evening, Monday through Thursday, or regularly scheduled daytime courses, for credit or noncredit. A brochure describing the Continuing Education Program is available from Mr. Thomas C. Allen, Director, Continuing Education Program, Fletcher 313, Sweet Briar College.

International Students

Sweet Briar welcomes a number of foreign students each year who are not necessarily candidates for the degree. They should make application to the Dean of the College. Each applicant should send a letter giving her plans for study in the United States and a transcript of her record or a detailed statement of her previous educational experience. A few scholarships are provided for such students.

Financial Aid



The purpose of the financial aid program at Sweet Briar College is to provide monetary assistance to students who have been admitted but who, without financial aid, would be unable to attend college. The College makes every effort to provide aid in the form of grants, loans, and campus employment opportunities to students who demonstrate need. Approximately 60 percent of the student body receives some kind of financial aid, and the average award, all factors considered, is \$4,700. Awards are made for one year and are subject to renewal if financial need and academic eligibility continue.

It is an honor to receive an award. The Committee on Financial Aid expects students receiving grant assistance from the College to maintain good academic standing.

FINANCIAL NEED

The Committee on Financial Aid calculates the amount of each student's award. Need is determined by a review of information submitted on the Financial Aid Form (FAF) of the College Scholarship Service and on the student's estimated yearly budget, which gives evidence of her willingness to assume some responsibility for her educational costs through savings, earnings, and loans.

OTHER REQUIREMENTS

All financial aid recipients are expected to apply for any state or federal grants for which they may be eligible, such as the Basic Educational Opportunity Grant, the Virginia Tuition Assistance Grant Program, and the Virginia College Scholarship Assistance Program. Eligible students may receive part of their aid from Sweet Briar through the federal Supplemental Educational Opportunity Grant Program.

Sweet Briar is a National Merit Scholarship sponsor and interested students are encouraged to investigate the National Merit program.

AWARDS FOR NEW STUDENTS

Awards for freshmen are based upon the criteria stated above. Freshmen applicants are expected to present a reasonable secondary school academic record.

Freshmen will be offered an aid package in the form of a grant and self-help package. A freshman may elect to earn part of the self-help portion of her award in a campus job, or she may borrow the full amount from one or more of the College's loan funds.

APPLICATION FOR AWARDS FOR NEW STUDENTS

Sweet Briar is a member of the College Scholarship Service of the College Entrance Examination Board. The participating colleges agree that financial aid should be awarded to students only after careful consideration of their financial need. Parents of entering students who wish to apply for aid must file a Financial Aid Form (FAF) supplied by the College Scholarship Service. This form may be obtained from the candidate's high school or from:

The College Scholarship Service
Box 176

Princeton, New Jersey 08540

or

Box 1501

Berkeley, California 94701

APPLICATION DEADLINES

Requests for financial aid forms should be made in time to file the application by *March 1* of the year of entrance. Forms will be sent only to registered candidates for admission.

Early Decision Candidates

Candidates applying under the Early Decision Plan must submit their applications by *November 15*. The FAF and the aid application will be sent from Sweet Briar upon request. Applicants under the Early Decision Plan who are granted admission but not financial aid may ask the Committee on Financial Aid to reconsider their requests in the spring.

Advanced Standing Candidates

Students who enter with advanced standing are eligible for financial aid on the basis of demonstrated need and strong scholastic and personal credentials. Candidates should submit the FAF and an aid application to the Office of Financial Aid by *March 1* of the year of entrance.

NOTIFICATION OF AWARD

Applicants for financial aid who have been accepted for admission will be notified of the decision on their financial aid application as soon as possible after the receipt of the information requested above. The College reserves the right to adjust an aid offer if the student's financial situation is changed by an award received subsequently from outside sources or by a material improvement in the finances of the applicant or her family. Names of recipients and amounts of aid will not be announced publicly and all information supplied the Financial Aid Office is confidential.

If the candidate enrolls at Sweet Briar, her parents are expected to submit a copy of their latest Federal Income Tax Return by June 1. Financial aid awards are not final until the IRS form is submitted.

AWARDS OFFERED

Alumnae Club Scholarships

Amherst, Va.
Baltimore, Md.
Southern California

The Allen Bagby McNeil Scholarship

Charlotte, N.C.
Charlottesville, Va.
Chattanooga, Tenn.
Chicago, Ill.
Cincinnati, Ohio
Colorado

So. Connecticut (Fairfield Co. Club)
Dallas, Texas

The Sarah Adams Bush Scholarship

Georgia (Atlanta Club)

The Mary Clark Rogers Scholarship

Greensboro, N.C.
Houston, Texas
Indianapolis, Ind.
Long Island, N.Y.
Louisville, Ky.
Lynchburg, Va.
New England (Boston Club)
New York, N.Y.

The Connie M. Guion Scholarship

Northern New Jersey
Peninsula of Virginia
Philadelphia, Pa.
Pittsburgh, Pa.
Princeton, N.J.
Richmond, Va.

The Elizabeth Maury Valentine Scholarship

The Eugenia Griffith Burnett Scholarship

Roanoke, Va.
Rochester, N.Y.

The Phoebe Peters Scholarship

St. Louis, Mo.
Tidewater (Norfolk Club)

The Sue Reid Slaughter Scholarship

Toledo, Ohio
Utica, N.Y.

Washington, D.C.

The Harriet Evans Wyckoff Scholarship

The Vivienne Barkalow Hornbeck Scholarship

*The Washington Alumnae Club
Scholarship*
Westchester County, N.Y.
Wilmington, Del.

Language Tournament Awards

The College offers two awards of \$500 each to high ranking contestants (on level three or higher) in the contest conducted annually by the American Association of Teachers of French and German (AATF/AATG).

Virginia Science Talent Search

One award of \$200 is offered to a high-ranking competitor in the Virginia Science Talent Search.

AWARDS FOR INTERNATIONAL STUDENTS

Each year Sweet Briar offers financial aid, if resources are available, to a few students from other countries. These awards, based on demonstrated need, may be as large as the comprehensive fee (room, board, and tuition). The awards are provided by the College and by special gifts. An international student applicant must submit the Financial Aid Application for Students from Foreign Countries.

The following special awards are also available to international students:

The Martha Lucas Pate Scholarship. Established in 1969 by the Executive Board of the Alumnae Association to aid international students.

St. Andrews Scholarship. Since 1950, a full-expense grant has been offered annually to a student from the University of St. Andrews in Scotland.

Special French Scholar. A full-expense grant is offered to a French student recommended by the Sweet Briar Junior Year in France Program in Paris for study at Sweet Briar.

AWARDS FOR UPPERCLASSMEN

Financial Aid is available to upperclass students who establish financial need and maintain satisfactory academic standing (see page 118) and a good record of college citizenship. Aid is usually given as a combination of a grant from the College, a loan, and campus employment. The amount which a student is expected to earn during the school year is generally proportionate to the total need. Loans offered range between \$200 and \$1,500 (or more, in unusual circumstances) each year.

Application Deadlines

Financial aid applications for currently enrolled students must include the Financial Aid Form (FAF) and the Sweet Briar application. These forms should be completed before *March 1*.

Honor Awards

The following upperclass honor awards are given each year (see page 118 for description):

The Alumna Daughter Scholarship
The Mary Kendrick Benedict Scholarship
The Juliet Halliburton Burnett Scholarship
The Manson Memorial Alumnae Scholarship
The Everingham Rickards and Captain
Garrett V.S. Rickards Memorial
Scholarship

SCHOLARSHIPS

Sweet Briar Scholars

Sweet Briar Scholars are named each year from the top-ranked students in each class. The award carries a \$1,000 grant and a \$150 academic supplies credit at the Book Shop. Incoming students may be nominated by their high school or by Sweet Briar alumnae. The Sweet Briar Scholars awards are based on merit alone, without regard to financial need.

Scholarships from Special Gifts

The Cotillion Society of Cleveland offers a scholarship to an incoming freshman from the greater Cleveland area who has a good scholastic record and shows promise of achievement in college. Depending on need, the maximum award is \$1,000. The grant may be renewed if the student continues to qualify.

The Robin S. Cramer Memorial Scholarship was established by her parents, Mr. and Mrs. Ford Cramer, Jr., to provide an annual financial aid grant for an upperclass student who has established a distinguished academic record, with preference given to one who is active in the riding program at any level.

The Margaret Cramer Memorial Scholarship was established with a bequest from the estate of Margaret Cramer Crane '27 to provide a scholarship for a daughter or granddaughter of a Sweet Briar alumna.

The Frueauff Foundation Scholarship. Gift of the Frueauff Foundation, to be awarded to students with demonstrated financial need.

The Marie L. Rose Huguenot Scholarship makes available \$1,000 a year to students of Huguenot ancestry nominated by the College for award by the Huguenot Society of America. Special application forms are available from the College's Office of Financial Aid. The College is permitted to have two scholars per year.

The Virginia E. Ranney Memorial Scholarship Fund, established by the Ranney family and friends of Virginia E. Ranney '70, is awarded to an incoming freshman who exhibits a creative, imaginative mind, integrity, strength of character, and a genuine enthusiasm for academic pursuits.

The Mary Mackintosh Sherer Scholarship, established by her 1939 classmates, her husband, and friends, will be awarded to a rising junior who is both a leader and a scholar, and who performs her collegial duties with dignity, fairness, and devotion.

LOAN FUNDS

The College participates in the *National Direct Student Loan* program. Loans are determined on the basis of need as computed from the Financial Aid Form (FAF) of the College Scholarship Service.

The Mary and Lee Ashcraft Loan Fund, established through the gifts of Rebecca Ashcraft Warren, Class of 1926, and Mary Lee McGinnis McClain, Class of 1954, is available for loans to junior and senior students from the South.

The Sweet Briar College Loan Fund has been established by the College to assist deserving students to continue their education; it is available to students of all classes.

Students beyond the freshman level may apply for loans through the *United Student Aid Funds, Inc.* Application for a loan from this source must be filed through the Office of Financial Aid, but the loan is made by a participating bank in or near the home town of the applicant. Students may also apply to their local bank for a *Guaranteed Student Loan*.

Information concerning loans is available from the Office of Financial Aid.

STUDENT EMPLOYMENT

Campus employment opportunities are available to aid recipients through the College's Work-Study Program and Sweet Briar's Self-Help Program. Students not receiving aid may hold jobs under the Self-Help Program. Jobs are open to students in the library, in administrative and academic offices, in science and language laboratories, in the dining hall, as resident advisors, and elsewhere. Application for employment should be made to the Office of Financial Aid.

College Fees



Sweet Briar College has an endowment of just over \$20.2 million†, the income from which supplements the student fees to meet the College's operating costs. Additional financial support continues to be provided by gifts from alumnae and friends of Sweet Briar.

SCHEDULE OF PAYMENTS

Comprehensive Fee (full academic year)\$7,950

Includes tuition, board, and room. *Checks should be made payable to Sweet Briar College and sent to the Office of the Vice President and Treasurer in accordance with the following schedule:*

Reservation Fee\$300

This fee, due before April 1 (later per notice for new students), will be credited on first term fees and is refundable only if the student is declared by the Committee on Eligibility to be academically ineligible to return.

Balance due

Fall and winter term (by September 1)\$6,100

Spring term (by February 1)\$1,550*

DAY STUDENT FEES

Registration due April 7\$15

This fee is not refundable but will be credited on first-term fees.

Tuition, due September 1\$5,950

Fees must be paid promptly at the times specified in this catalog.

No place will be held for a student after September 1 if the fall and winter fees are not paid in full. No student may enter classes for the spring term unless the fees for that term have been paid in full.

The College reserves the right to change its fees at the end of any term, if conditions should make such a change necessary.

†Market Value

*The fee for a student who enters the college at the beginning of the winter or spring term is \$3,975. This includes returning students who have spent the fall term abroad or in the United States at another college or university.

The catalog statement is considered sufficient notice of the time and terms of payment. Statements are sent, however, as reminders for the convenience of parents and guardians before each payment is due.

The College offers no spaced payment plan of its own. Tuition plans are available from many sources for those desiring to spread the expense over the educational period, or beyond. The plans usually include insurance protection against death or disability of the parent. As a convenience to parents, Sweet Briar has arranged with The Tuition Plan, Inc., of Concord, New Hampshire, and The Richard C. Knight Agency of Boston to handle requests for deferred payments. Information about these plans is mailed to parents of all students.

Each student is entitled to one transcript of her college record; she will be charged \$2 for each additional copy.

A student who is in arrears to any department or enterprise of the College may not be permitted to take term examinations or to receive reports of grades, transcripts, or a diploma.

SPECIAL FEES

Statements will also be sent for the following special fees:

Graduation Fee	\$ 25
Music, applied, tuition	330

Music Department facilities for practice are available for use by (1) students registered for credit or noncredit music courses in the Department of Music and (2) students preparing applied music placement auditions or other departmental auditions (with permission of the Music Department).

Books and Academic Supplies

These may be purchased at the Book Shop. The cost for any year will vary with the courses elected but in general it ranges between \$200 and \$250.

Health Center Charges

Each student is entitled to five days in the Health Center; additional time is charged for at the daily rate of \$5.00. An extra charge is made for medications and special examinations and for special nursing in cases of contagious or serious illness.

Student Activities Fund

This covers the annual dues of various student organizations and supports other student enterprises. By vote of the student body, a fee of \$60 is paid annually by every student. *Checks should be made payable to the Student Activities Fund and deposited on arrival with the treasurer of the Student Government Association.*

Room Deposit

Each student must deposit \$25 at the beginning of the school year, which will be refunded if her room is left in the same clean condition as when it was first occupied. Any charges for violations of decorating regulations or physical damage will be billed separately.

Other Fees

Each student must pay a \$15 fee covering dormitory and room keys, ID card, and dormitory dues. Upperclassmen already possessing an ID card should deduct \$2 from this fee.

STUDENT ACCIDENT AND SICKNESS REIMBURSEMENT PLAN

The North America Insurance Company makes available for students an insurance policy covering any accident or illness requiring hospitalization. Details of this plan are included in a notice to parents from the insurance company. The purchase of this insurance is optional.

RIDING PROGRAM

Students who elect riding for credit in physical education will be charged for 25 rides per fall or spring term. Students may receive permission to keep their own horses at Sweet Briar if they agree to support the Riding Council policies and regulations and if they can demonstrate adequate riding ability at Sweet Briar. An entering student may apply for permission to bring a horse to Sweet Briar during the first part of the fall term. Application forms for this purpose may be obtained from the Director of Riding. The College reserves the right to refuse to accept or continue to keep in the stable any privately-owned horse. Rates for riding are as follows:

	<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
10 rides	\$—	\$ 65	\$—
15 rides	100	85	100
20 rides	—	95	—
25 rides	170	—	170
30 rides	200	—	200
40 rides	270	—	270
65 rides	330	—	330
Rides in excess of the above contracted rates, per ride	7	7	7
Board for privately-owned horses, per month:			
Full Board	250	250	250
Down Board	190	190	190
(shoeing or veterinary service not included)			

RESPONSIBILITY FOR PROPERTY

Students will be fined for violation of decorating regulations and will be responsible for any damage to College property, beyond normal wear and tear, and a minimum charge of \$5.00 or the cost of repair, whichever is greater, will be assessed.

Although Sweet Briar endeavors to protect the property of its students in the same manner as its own, it will not be responsible for the loss or damage of any personal property of any student. A lock-box or locking

drawer and a key to her room are provided for each student for the safekeeping of money and jewelry. Students may store their possessions at Sweet Briar during the summer in accordance with instructions specified by the College. Storage left for one year after departure will be subject to charge or disposal by the College.

REFUND POLICY

The college year is a financial as well as an educational unit. Since commitments with instructors and other arrangements for maintaining the College are made for the entire year in advance, no reduction or refund of the tuition fee, special fees, or room rent can be made in the case of withdrawal for any reason after payment of fees. A pro rata refund will be made in the case of a student declared academically ineligible to return by the Committee on Eligibility. No refund of any part of the fees will be made for the winter term for a student spending this period or a part of the period off campus.

Rebate for board is made only for withdrawal because of illness. Refunds are computed for a period of one month or more, from the time the formal written notice and a doctor's certificate are received by the Office of Business Affairs. This computation does not include the Christmas and spring vacations, when the residence halls and dining rooms are closed.

A Tuition Refund Plan offered by A.W.G. Dewar, Inc., of Boston, Mass., is available to parents on a voluntary basis.

SPECIAL SERVICES

Campus Cashier

For the convenience of the College community, the Office of Business Affairs operates a cashier's window where personal checks are honored. This privilege may be forfeited if a check is returned for any reason. It is recommended that students open checking accounts with their home banks or with banks in Amherst.

Class of 1981

EGREES ONFERRED, AY 1981

sa Ellen Poyo Allison, *Atlanta, Georgia*
ctoria Leigh Archer, *Pittsburgh, Pennsylvania*, Distinction on the International Affairs Comprehensive
aine Arozarena, *Mexico D.F., Mexico*, with High Honors in International Affairs and Environmental Studies
owning Lee Augustine, *Richmond, Virginia*, magna cum laude
orence Marie Baldwin, *Dallas, Texas*, cum laude
aren Lacour Battle, *Lexington, Virginia*
arol Ann Beard, *Denver, Colorado*
atharine Carlyle Bennett, *Wilton, Connecticut*
rah Bennett, *Fayetteville, West Virginia*, cum laude
zanna Jane Camille Bethea, *Dillon, South Carolina*
arriet Veiser Bielitsky, *Philadelphia, Pennsylvania*
teresa Elizabeth Blane, *Charlottesville, Virginia*
ary Stuart Bolling, *Suffolk, Virginia*
arla Ann Borchers, *Victoria, Texas*, magna cum laude
lia Bryan Brooke, *Jacksonville, Florida*, magna cum laude
na Forsyth Brown, *St. Simons Island, Georgia*
rbara Lee Bush, *Camillus, New York*
ne Marie Callahan, *Concord, Massachusetts*
grid Irene Carlen, *Roanoke, Virginia*, cum laude
ri Catherine Chambers, *San Leandro, California*
ivia Anne Chaplin, *Charlotte, North Carolina*, cum laude
san Mullane Clay, *Pittsburgh, Pennsylvania*
urie MacDonald Coe, *White Plains, New York*

Laura MacMillan Coleman, *Richmond, Virginia*
Cathy Lynn Cook, *Pawcatuck, Connecticut*
Dawne Elizabeth Cotton, *Paradise Valley, Arizona*
Holly Lynn Craig, *Darien, Connecticut*
Mary Reese Craighill, *Charlotte, North Carolina*
Carol Lynn Croft, *Winter Park, Florida*
Sophia Godwin Taliaferro Crysler, *Haverford, Pennsylvania*, magna cum laude
Nancy Irene Dabbs, *Charlotte, North Carolina*
Letha Naomi Dameron, *Amherst, Virginia*, with Honors in Music
Lynn Marie Danesi, *New Alexandria, Pennsylvania*, magna cum laude
Mary Kennedy Davis, *Wyckoff, New Jersey*
Eva Marie Devine, *Ellicott City, Maryland*
Virginia Sellers Donald, *Birmingham, Alabama*
Deborah Ann Donigan, *Madison Heights, Virginia*
Anne Terese Dougherty, *Lakeland, Florida*
Tracy Reynolds Drake, *Village of Golf, Florida*
Diane Towler Eubank, *Monroe, Virginia*, cum laude
Clair Christian Falcon, *Palm Beach, Florida*, cum laude, Distinction on the Political Economy Comprehensive
Mary Kate Ferguson, *Baltimore, Maryland*
Lucia Virginia Flynn, *Earlys ville, Virginia*
Pamela Quinne Fokes, *Atlanta, Georgia*, magna cum laude
Eleanor Waldrop Frank, *Washington, D.C.*
Martha Macon Freeman, *High Point, North Carolina*
Karen Ann Gagnon, *Maynard, Massachusetts*
Kathy Ann Gagnon, *Maynard, Massachusetts*
Patricia Moreland Germelman, *Richmond, Virginia*

Christine Judith Gilbride, *Redding, Connecticut*, magna cum laude
Joy Lynn Gillio, *Virginia Beach, Virginia*
Nancy Lynne Golden, *Springfield, Virginia*, magna cum laude, Distinction on the International Affairs Comprehensive and the Spanish Comprehensive
Kathleen Frances Graham, *New Vernon, New Jersey*
Susan Alexandra Graham, *Gladwyne, Pennsylvania*, cum laude
Whitley Riggs Greene, *Roanoke, Virginia*
Anne Fowler Grosvenor, *Memphis, Tennessee*, magna cum laude
Ellen Willis Hagan, *Roanoke, Virginia*
Katherine Ellen Hagan, *Commerce, Georgia*
Nancy Campbell Hagan, *Roanoke, Virginia*, magna cum laude, Distinction on the Political Economy Comprehensive
Elizabeth Attaway Hall, *Upper Marlboro, Maryland*
Nancy Wright Hanger, *Atlanta, Georgia*, magna cum laude, Distinction on the Spanish Comprehensive
Rhonda Liane Harris, *Roanoke, Virginia*
Anne Tiffin Leith Hartman, *Fort Lee, Virginia*
Caroline Gilmer Hawk, *Birmingham, Alabama*
Carol Ann Hays, *Pittsburgh, Pennsylvania*
Moira Ann Holway, *Charlotte, North Carolina*
Marion Alexander Howard, *Columbus, Mississippi*
Sarah Fort Huie, *Atlanta, Georgia*
Mary Anne Jofko, *Roanoke, Virginia*
Wendy Mara Kass, *Ramsey, New Jersey*
Audrey Lynn Kaune, *Orinda, California*
Mary Hope Keating, *Cross City, Florida*, magna cum laude

- Cornelia Anne Kennedy, *Fairfield, Connecticut*
- Elizabeth Evans Landen, *Cincinnati, Ohio*
- Karol Ann Lawson, *Leesburg, Virginia*, magna cum laude, Honors in Art History and Anthropology
- Susan Ward Leffler, *Scottsdale, Pennsylvania*
- Kathryn Sherby Levi, *Sumter, South Carolina*, magna cum laude
- Jane Garner Losse, *Salt Lake City, Utah*, cum laude
- Valerie Ann Luckstone, *Murray Hill, New Jersey*
- Carmini Jayaratnam Luther, *Columbo, Sri Lanka*, cum laude, High Honors in Political Economy
- Erin Therese Lynch, *Rome, New York*
- Linda Earlene Lynch, *King George, Virginia*
- Alison Cynthia Lyons, *Broad Run, Virginia*
- Edna Leone Martin, *Templeton, Massachusetts*
- Sarah Holmes Martin, *Richmond, Virginia*
- Helen Stuart Masters, *Roanoke, Virginia*
- Patricia Anne Mathews, *Atlanta, Georgia*
- Carrie Frances Maynard, *Glen Rock, New Jersey*
- Anne-Marie McAndrews, *Madison, Connecticut*
- Dana Lindsay McBride, *Bethesda, Maryland*
- Margaret Duncan McCarthy, *Santa Ana, California*
- Mary Claire McDonnell, *Pittsburgh, Pennsylvania*
- Sharon Ann McGrath, *Huntington, New York*
- Sarane Casey McHugh, *Glencoe, Maryland*, Distinction on the Anthropology Comprehensive
- Sandra Marie Meads, *Bedford, England*
- Margaret MacLennan Medlock, *Port Washington, New York*
- Torrey Ann Mitchell, *Great Falls, Virginia*
- Allison Scott Muller, *Winter Park, Florida*
- Mary Presley Neithammer, *Bryn Mawr, Pennsylvania*, cum laude
- Angelyn Odom, *Birmingham, Alabama*
- Christina Kathleene O'Leary, *Alexandria, Virginia*, Distinction on the English Comprehensive
- Nancy Leonora Palme, *Flemington, New Jersey*, cum laude
- Susan Gayle Parr, *Amherst, Virginia*
- Susan Withers Pinkard, *Salem, Virginia*
- Jamie Susan Planck, *Prospect, Kentucky*, magna cum laude, Honors in English, Distinction on the English Comprehensive
- Elizabeth Britton Purdy, *Mountain Lakes, New Jersey*
- Kearsley Rosalind Rand, *Short Hills, New Jersey*
- Mary Brendan Reiter, *Randallstown, Maryland*, Distinction on the Anthropology Comprehensive
- Randa Richani, *Maracaibo, Venezuela*, cum laude
- Susan Page Richeson, *Madison Heights, Virginia*, summa cum laude
- Stephanie Ann Rinaldi, *Fayetteville, New York*
- Allison Joy Roberts, *Crystal Lake, Illinois*
- Margaret Reybold Robinson, *Elderton, Pennsylvania*
- Molly Harrison Rogers, *Roanoke, Virginia*, magna cum laude
- Susan Francesca Rowat, *Cincinnati, Ohio*
- Mara Ann Ryan, *West Long Branch, New Jersey*
- Anne Elise Sargeant, *Indianapolis, Indiana*, magna cum laude, Distinction on the Government Comprehensive
- Elizabeth Gould Seacord, *Roxbury, Connecticut*, Distinction on the Art History Comprehensive
- Teresa Jean Sexton, *Columbia, South Carolina*
- Nancy Clarissa Siedlarz, *Haverford, Pennsylvania*
- Holly Sue Silsand, *Boiling Springs, North Carolina*
- Elizabeth Benning Simpson, *Berwyn, Pennsylvania*
- Mary Hedley Sipe, *Newport News, Virginia*
- Stephanie Skinner, *Hockessin, Delaware*
- Stephanie Leigh Snead, *Rixeyville, Virginia*
- Dorothy Jean Stanhope, *Portland, Maine*
- Stephanie Sharp Stitt, *Pelham, New York*, cum laude
- Louise Mary Swiecki, *Utica, New York*, Distinction on the International Affairs Comprehensive
- Donna Jane Terry, *Mathews, North Carolina*
- Megan Elizabeth Thomas, *Jefferson, Ohio*
- Kathryn Friend VanDevender, *Lovington, Virginia*, magna cum laude
- Tania Voss, *Worthington, Ohio*
- Margaret Lynn Walz, *Fanwood, New Jersey*, magna cum laude, Distinction on the Psychology Comprehensive
- Jane Ellen Ward, *Ashland, Kentucky*
- Nancy Yeadon Webb, *Marion, Massachusetts*
- Marlene Gamboa Weber, *Makati, Rizal, Philippines*, magna cum laude
- Nancy Louise Weinberg, *Norfolk, Virginia*
- Alexandra Diane Willson, *Miami, Florida*
- Elizabeth Townsend Winson, *Pittsburgh, Pennsylvania*, cum laude, Distinction on the Government Comprehensive
- Wendilynn Lewis Wood, *Atlanta, Georgia*
- Barbara Burns Wray, *Wilson, North Carolina*
- Kelly Gordon Yeadon, *Atlanta, Georgia*
- Virginia Hawthorne Zenke, *Greensboro, North Carolina*

Honors Awarded, 1980-81

PHI BETA KAPPA

Class of 1981

Browning Lee Augustine
Charla Ann Borchers
Julia Bryan Brooke
Sophia Godwin Taliaferro
Crysler

Lynn Marie Danesi
Pamela Quinne Fokes
Christine Judith Gilbride
Anne Fowler Grosvenor
Nancy Campbell Hagan
Nancy Wright Hanger
Mary Hope Keating
Karol Ann Lawson
Kathryn Sherby Levi
Jamie Susan Planck
Susan Page Richeson
Molly Harrison Rogers
Anne Elise Sargeant
Kathryn Friend VanDevender
Margaret Lynn Walz
Marlene Gamboa Weber

Class of 1982

Deborah René Harvey

HONOR AWARDS

Emilie Watts McVea Scholar

Susan Page Richeson, 1981
Anne Venable Edmunds, 1982
Carolyn Rutherford Hall, 1983
Cathy Christian Kenton, 1984

Connie M. Guion Award

Letha Naomi Dameron, 1981

Penelope Czarra Award

Sophia Godwin Taliaferro
Crysler, 1981

Alumna Daughter Scholarship

Julia Bryan Brooke, 1981

Mary Kendrick Benedict Scholarship

Susan Page Richeson, 1981

Manson Memorial Alumnae Scholarship

Sophia Godwin Taliaferro
Crysler, 1981

Lawrence Nelson Award

Jamie Susan Planck, 1981

Everingham Rickards and Captain Garrett V.S. Rickards Memorial Scholarship

Helen Therese Robinson, 1983

Martha von Briesen Prize in Photography

Pamela Quinne Fokes, 1981

Wall Street Journal Award

Charla Ann Borchers, 1981

Anne Gary Pannell Graduate Fellowship in History

Julia Bryan Brooke, 1981

Leigh Woolverton Prize for Excellence in the Visual Arts

Elizabeth Gould Seacord, 1981

Juliet Halliburton Burnett Scholarship

Elaine Arozarena, 1981

Jean Besselièvre Boley

Cathy Lynn Cook, 1981

FRESHMAN HONORS

Class of 1984

Kristin Birgitta Bryan
Wanda Louise Burley
Irene Lucy Cahill
Susan Lynne Dickinson
Leta Elizabeth Dinkel
Kelly Elaine Graham
Rose Marie Hermann
Katherine Margaret Hoffner
Lee Hubbard
Sharon Davis Ingham
Louise Hollis Jones
Annelies Terese Kelly
Cathy Christian Kenton
Marguerite Susan Kramer
How Kum Kuan
Lai Yee Kwong
Virginia Dorsey Lynch



Elizabeth Glenn McShan
Cynthia Elizabeth Pierce
Deirdre Alexandra Platt
Lamia Saleh
Louise Avonia Seymour
Beth Michele Slayman
Deborah Elaine Walz
Laura Elizabeth Yancey
Sloane Joiner Yeádon
Kathryn Elizabeth Yeager

JUNIOR HONORS

Class of 1982

Mary Abrams
Hesterly Black
Mary Ames Booker
Ethel Hunter Ogden Burwell
Carole Carson
Anne Venable Edmunds
Christine Judith Gilbride*
Lynn Rosmarie Hanna
Deborah René Harvey
Lizbeth Lynn Kauffman
Patti Hughes Snodgrass
Dolores Irene Teeter
Martha Louise Tisdale
Grace Louise Tredwell
Martha Lee Watson
Patricia Jane April Whelan
Ann Morton Young

*Accelerated to the Class of 1981

SWEET BRIAR SCHOLARS

Class of 1981

Browning Lee Augustine
Julia Bryan Brooke
Sophia Godwin Taliaferro
Cryslar
Lynn Marie Danesi
Christine Judith Gilbride
Anne Fowler Grosvenor
Nancy Campbell Hagan
Kathryn Sherby Levi
Jamie Susan Planck
Susan Page Richeson
Anne Elise Sargeant
Kathryn Friend Van Devender
Margaret Lynn Walz
Marlene Gamboa Weber

Class of 1982

Mary Abrams
Ethel Hunter Ogden Burwell
Carole Carson
Anne Venable Edmunds
Deborah Renee Harvey
Lizbeth Lynn Kauffman
Kim Eileen Mueller
Patti Hughes Snodgrass
Dolores Irene Teeter
Martha Louise Tisdale
Grace Louise Tredwell
Ann Morton Young

Class of 1983

Sarah Garland Babcock
Amanda Ann Beauchemin
Amy Linda Boyce
Elizabeth Blair Clark
Pamela Grace Dickens
Sarah Ward Edmunds

Stephanie Jane Frantz
Elizabeth Anne Glenn
Carolyn Rutherford Hall
Grayson Lauck Harris
Bridget O'Reilly
Helen Therese Robinson
Lisa Marie Rogness

Class of 1984

Susan Lynne Dickinson
Leta Elizabeth Dinkel
Lee Hubbard
Cathy Christian Kenton
How Kum Kuan
Lai Yee Kwong
Elizabeth Glenn McShan
Diedre Alexander Platt
Louise Avonia Seymour
Kathryn Elizabeth Yeager



Students Not in Residence

FALL TERM 1981

ASHLAND, VA:

Randolph-Macon College

Jennifer Rae, 1982

FLORENCE:

Syracuse University

Abroad Program

Danielle DePaul, 1983

LEXINGTON, VA:

Washington & Lee

University

Angela Vera Averett, 1982

Jill Maple, 1982

Deborah Elizabeth Price, 1982

LONDON:

Hollins Abroad Program

Melissa Anne Byrne, 1983

Elizabeth Blair Clark, 1983

Ellen Clare Gillespie, 1983

Judith Wynn Henderson, 1983

Emily Duncan Kitchell, 1983

Anne Clarke Little, 1983

Ana Barbara Serrano, 1983

Suzanne O'Neill Turner, 1983

American University

Carrie Comly Montague, 1982

Syracuse Abroad Program

Joan Marie McGettigan, 1983

SEVILLE:

**Brooklyn College Program
(CUNY)**

Carol Jean Hadley, 1983

Melissa Seay Harshaw, 1983

Jeanne Helen E. Lewis, 1983

WASHINGTON, D.C.:

American University

Bridget O'Reilly, 1983

Barbara Congdon Paulson,

1983

ACADEMIC YEAR 1981-82

HEIDELBERG:

**American Junior Year with
Heidelberg College**

Desiree Michelle Bouchat, 1983

MUNICH:

Wayne State University

Katherine Brougher

Grosvenor, 1983

PARIS:

**Sweet Briar Junior Year in
France**

Amy Linda Boyce, 1983

Ann Martin Goldmann, 1983

Grayson Lauck Harris, 1983

Leslie Stow Malone, 1983

Nina Pastuhov, 1983

Elena Quevedo, 1983

Katherine Holt Robison, 1983

Elizabeth Lynn Taylor, 1983

Jane Byrd Wiley, 1983

Gretchen Faune Wulster, 1983

ST. ANDREWS:

**St. Andrews University,
Scotland**

Stephanie Jane Frantz, 1983

STRASBOURG:

**Syracuse University
Abroad Program**

Virginia Barry Harsh, 1983

SPRING TERM 1982

LEXINGTON, VA:

**Washington & Lee
University**

Hannah Logan Davis, 1983

PARIS:

**Hollins College Abroad
Program**

Pamela Grace Dickens, 1983

Wesleyan University

Katherine Artley Gibson, 1983

SEVILLE:

**UNC at Chapel Hill
Abroad Program**

Laura Mixon, 1983

Geographic Distribution

ENROLLMENT SUMMARY 1980-81

Central		South		Other Countries	
Illinois	8	Alabama	21	Bangladesh	2
Indiana	3	Arkansas	1	Brazil	1
Iowa	3	Florida	28	Canada	2
Kansas	2	Georgia	36	Canal Zone	1
Michigan	8	Kentucky	11	England	3
Minnesota	2	Louisiana	5	France	4
Missouri	9	Mississippi	2	Germany	1
Nebraska	2	North Carolina	33	India	1
Ohio	21	South Carolina	14	Jordan	1
Oklahoma	1	Tennessee	10	Malaysia	3
West Virginia	6	Texas	23	Mexico	1
Wisconsin	4	Virginia	133	The Netherlands	1
	69		317	Pakistan	1
				Panama	1
				Peru	2
				Philippines	1
				Puerto Rico	1
				Singapore	1
				Sri Lanka	1
				Sweden	1
				United Arab Emirates	2
				Uruguay, S.A.	1
				Venezuela	1
				Virgin Islands	1
				Yemen	1
					36
Northeast		West		Enrollment Summary	
Connecticut	29	Arizona	1	Seniors	140
Delaware	4	California	14	Juniors	110
Washington, D.C.	6	Colorado	2	Sophomores	163
Maine	1	Montana	1	Freshmen	212
Maryland	26	Nevada	2	Unclassified	6
Massachusetts	19	New Mexico	2	Part-time students	10
New Hampshire	3	Oregon	1		641
New Jersey	36	Utah	1	In residence	641
New York	48	Washington	3	Students not in residence	39
Pennsylvania	44		27		680
Rhode Island	3				
Vermont	2				
	221				

Directors and Overseers

BOARD OF DIRECTORS

Sweet Briar Institute was incorporated as a non-stock corporation by Act of the General Assembly of Virginia approved February 9, 1901. The affairs of the College are managed by a self-perpetuating Board of Directors consisting of seven members elected annually at the spring meeting of the board.

Directors 1981-82

Victor W. Henningsen, Jr., B.A.
Chairman
Pelham Manor, New York
Dale Hutter Harris, J.D.
Vice Chairman
Lynchburg, Virginia
Jane Roseberry Ewald, A.B.
Secretary
Charlottesville, Virginia
Sarah Belk Gambrell, A.B.
New York, New York
C. Wrede Petersmeyer, M.B.A.
Bronxville, New York
Elias Richards, III, LL.B.
Lynchburg, Virginia

Executive Committee

Mr. Henningsen
Chairman
Mrs. Ewald
Mrs. Harris

BOARD OF OVERSEERS

Established in May 1927, the Board of Overseers is composed of the seven Directors, the president of the College, and additional members elected by the Directors for four year

terms. At least four of the Overseers must be alumnae of the College; two other alumnae members are chosen from successive graduating classes, one per class, to serve for three-year terms. Members may serve for two consecutive terms.

The Chairman of the Board and the president of the College are *ex-officio* members of all committees of the Board of Overseers.

Term Expires

1982 Alice Cary Brown, A.B.
Prospect, Kentucky

Rodger W. Fauber, M.A.
Lynchburg, Virginia

Mary Lawrence Harris, A.B.
Charlottesville, Virginia

Joseph C. Knakal, Jr., LL.B.
Lynchburg, Virginia

Joseph D. Landen, LL.B.
Cincinnati, Ohio

Cornelius W. Pettinga, Ph.D.
Indianapolis, Indiana

John B. Rogan
Charlottesville, Virginia

1983 Sally Fishburn Fulton, A.B.
Roanoke, Virginia

Frances Marshall McClung, A.B.
Falls Church, Virginia

Catherine Cox Reynolds, A.B.
West Hartford, Connecticut

1984 Sarah Porter Boehmler, A.B.
New York, New York

Julia Bryan Brooke, A.B.
Charlottesville, Virginia

Judith Sorley Chalmers, A.B.
Short Hills, New Jersey

Clement E. Conger, B.A.
Washington, D.C.

Joseph H. Davenport, Jr., B.A.
Chattanooga, Tennessee

George T. Harrison, B.S.
Baltimore, Maryland

Margaret Sheffield Martin, A.B.
Atlanta, Georgia

1985 W. Ford Cramer, B.A.
Westport, Connecticut

Julia Gray Michaux, A.B.
Richmond, Virginia

M. Elizabeth Tidball, Ph.D.
Washington, D.C.

Ex-Officio

Harold B. Whiteman, Jr., Ph.D.
President of the College

Gwen Speel Kaplan, A.B.
President, Alumnae Association

Alumnae Association

Sweet Briar has a very active Alumnae Association which supports the interests of the College and its students and faculty.

Alumnae are represented on the Sweet Briar College Board of Overseers by the president of the Alumnae Association, who is an *ex-officio* member of the Board, and four alumnae members, who are nominated by the Association.

The policies and programs of the Alumnae Association are determined by an executive board, comprised of officers, regional chairmen, chairmen of standing committees, members-at-large, and the alumnae members of the Board of Overseers. The Association, in cooperation with the College, maintains the Alumnae Office at Sweet Briar and is represented there by the Director of the Alumnae Association.

EXECUTIVE BOARD

President

Mrs. Gerald P. Kaplan
(Gwen Speel '60)
201 Branch Brook Rd.,
Wilton, Conn. 06897

First Vice President

Mrs. Richard R. Treadwell
(Patty Sykes '58)
P.O. Box 1017
Ross, Calif. 94957

Second Vice President

Mrs. Thomas N. Connors
(Jocelyn Palmer '62)
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Rt. 7, Box 109-B
Roanoke, Va. 24018

Secretary

Mrs. H. Blair Farinholt
(Tabb Thornton '59)
"Fair Point"
Ware Neck, Va. 23178

Alumnae Fund Chairman

Mrs. Eugene D. Hill, Jr.
(Preston Hodges '49))
3910 S. Hillcrest Dr.
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Alumnae Representatives Chairman

Mrs. H. Hiter Harris
(Elizabeth Trueheart '49)
72 Westham Green
300 Ridge Road
Richmond, Va. 23229

Bulb Project Chairman

Miss Courtney B. Stevenson '66
5814 Hillburne Way
Chevy Chase, Md. 20015

Career Planning Chairman

Mrs. John L. Root
(Mary Ann Mellen '53)
5047 Mt. Vernon Way
Atlanta, Ga. 30338

Continuing Education Chairman

Mrs. Stephen Schulz
(Judith Greer '61)
3613 Manton Dr.
Lynchburg, Va. 24503

Financial Aid Chairman

Mrs. William A. White, Jr.
(Elizabeth Smith '59)
1515 Scotland Ave.
Charlotte, N.C. 28207

Finance Committee Chairman

Mrs. Charles L. Cansler, Jr.
(Suzanne Jones '63)
3729 Templeton Pl.
Alexandria, Va. 22304

Planned Giving Chairman

Mrs. Dow Grones
(Lyn Dillard '45)
206-54th St.
Virginia Beach, Va. 23451

Public Relations Chairman

Mrs. Lewis M. Borden
(Jane Merkle '65)
2830 East 7th Ave.
Denver, Colo. 80206

Nominating Chairman

Mrs. John E. McDonald, Jr.
(Mary K. Lee '65)
327 Clovelly Rd.
Richmond, Va. 23221

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2203 Carlisle Road
Greensboro, N.C. 27408

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(Ann Young '59)
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48236

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3412 Southwestern
Dallas, Tx. 75225

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(Mary Virginia Grigsby '49)
60 Raintree Dr.
Zionsville, In. 46077

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2542 So. Clearing Rd.
Salem, Va. 24153

Mrs. James A. Wright, III
(Joan Broman '56)
5505 S.W. 100th St.
Miami, Fla. 33156

Ex-Officio

Golden Stairs Chairman

Mrs. Michael Wilder

(Patricia Calkins '63)

1800 Strong Rd.

Victor, N.Y. 14564

Boxwood Circle Chairman

Mrs. John E. Neill

(Mary Elizabeth Doucett '41)

210 Maples Rd.

Southern Pines, N.C. 28387

Editor, Alumnae Magazine

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(Catharine Fitzgerald '47)

114 W. Hadley Rd.

Dayton, Ohio 45419

Director of the Alumnae Association

Mrs. Bernard L. Reams

(Ann Morrison '42)

Sweet Briar, Va. 24595

ALUMNAE MEMBERS, BOARD OF DIRECTORS AND OVERSEERS

Mrs. Sarah P. Boehmler

(Sarah Porter '65)

15 West 75th Street

New York, N.Y. 10023

Miss Julia Brooke '81

4667 Ortega Blvd.

Jacksonville, Fla. 32210

Mrs. W.L. Lyons Brown, Jr.

(Alice Cary Farmer '59)

Fincastle

Prospect, Ky. 40059

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(Judith Sorley '59)

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(Jane Roseberry '52)

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Charlottesville, Va. 22901

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(Sally Fishburn '52)

Hunting Hills

5091 Crossbow Circle

Roanoke, Va. 24014

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(Sarah Belk '39)

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New York, N.Y. 10021

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(Dale Hutter '53)

1309 Crenshaw Court

Lynchburg, Va. 24503

Ms. Mary L. Harris '79

1800 Jefferson Park Ave.,

Apt. 702

Charlottesville, Va. 22903

Mrs. Gerald P. Kaplan (ex-officio)

(Gwen Speel '60)

201 Branch Brook Rd.

Wilton, Ct. 06897

Mrs. Thomas E. Martin, Jr.

(Margaret Sheffield '48)

700 Fairfield Rd., N.W.

Atlanta, Ga. 30327

Ms. Frances M. McClung '80

6147 Leesburg Pike #404

Falls Church, Va. 22041

Mrs. Richard A. Michaux

(Julia Gray Saunders)

4502 Dover Rd.

Richmond, Va. 23221

Mrs. Catherine C. Reynolds

(Catherine Cox '49)

43 Montclair Drive

West Hartford, Conn. 06107

ALUMNAE CLUBS

Alumnae Clubs, located in cities throughout the country, have not only a social function but support the College in many ways, providing funds for scholarships, informing prospective students about the College, and involving alumnae with College programs and concerns. Clubs and individual alumnae participate in the Friends of Art and the Friends of the Library at Sweet Briar. Most clubs celebrate Sweet Briar Day once a year, usually in December.

Sweet Briar alumnae clubs are located in the areas listed below. Names and addresses of club presidents may be obtained from the Alumnae Office at Sweet Briar. In addition, Key Alumnae are located in 34 areas where there are no clubs.

Albany-Schenectady-Troy, N.Y.
Amherst, Virginia
Atlanta, Georgia
Austin, Texas
Baltimore, Maryland
Capital Area, Louisiana
Birmingham, Alabama
Boston, Massachusetts
Central Ohio
Charleston, South Carolina
Charlotte, North Carolina
Chicago, Illinois
Cincinnati, Ohio
Cleveland, Ohio
Columbia, South Carolina
Dallas, Texas
Denver, Colorado
Fairfield County, Connecticut
Greensboro, North Carolina
Greenville, South Carolina
Houston, Texas
Huntsville, Alabama
Indianapolis, Indiana
Jacksonville, Florida
Lexington, Kentucky
Louisville, Kentucky
Lynchburg, Virginia
Miami, Florida
Montgomery, Alabama
Nashville, Tennessee
New Orleans, Louisiana
New York, New York
Northern New Jersey
Peninsula of Virginia
Philadelphia, Pennsylvania
Phoenix, Arizona
Pittsburgh, Pennsylvania
Princeton, New Jersey
Richmond, Virginia
Roanoke Area, Virginia
Rochester, New York
San Antonio, Texas
San Diego, California
San Francisco Bay, California
Savannah, Georgia
Seattle, Washington
Southern California
St. Louis, Missouri
The Hunt Country, Virginia
Tidewater, Virginia
Toledo, Ohio
Washington, D.C.
Wilmington, Delaware
Winston-Salem, North Carolina



Faculty

EMERITI

- Anne Gary Pannell Taylor**,
D. Phil. (Oxon), LL. D., Litt.
D., L.H.D.
President Emeritus
- Catherine Strateman Sims**, Ph.D.,
D. Litt
Dean Emeritus
- Dorothy Jester**, A.B.
Assistant Dean, Emeritus
- Belle Boone Beard**, Ph.D.
Professor of Sociology, Emeritus
- Jane C. Belcher**, Ph.D.
*Dorys McConnell Duberg Pro-
fessor of Ecology, Emeritus*
- Gladys Boone**, Ph.D.
Professor of Economics, Emeritus
- Laura T. Buckham**, Ph.D.
Professor of French, Emeritus
- Ruth M. Firm**, Ph.D.
*Professor of Art History,
Emeritus*
- G. Noble Gilpin**, D.S.M.
Professor of Music, Emeritus
- Florence Hague**, Ph.D.
Professor of Biology, Emeritus
- Cecile G. Johnson**, M.A.
*Associate Professor of French,
Emeritus*
- Ernest N. Kirmann**, Ph.D.
Professor of German, Emeritus
- Iren Marik**
*Associate Professor of
Music, Emeritus*
- Lysbeth W. Muncy**, Ph.D.
*Charles A. Dana Professor of
History, Emeritus*
- Sarah T. Ramage**, Ph.D.
Professor of English, Emeritus
- Carol M. Rice**, M.D.
*College Physician, Professor of
Hygiene, Emeritus*
- Marion B. Rollins**, Ph.D.
*Wallace E. Rollins Professor of
Religion, Emeritus*
- Elizabeth F. Sprague**, Ph.D.
*Dorys McConnell Duberg Pro-
fessor of Ecology, Emeritus*
- Dorothy D. Thompson**, Ph.D.
*Rockefeller-Guion Professor of
Chemistry, Emeritus*

- William M. Trausneck**, Ed.D.
*Associate Professor of Educa-
tion, Emeritus*
- Lucile Umbreit**, A.M.
Professor of Music, Emeritus
- Bertha P. Wailes**, M.A.
*Associate Professor of
Sociology, Emeritus*
- Elizabeth C. Wentworth**, Ph.D.
*Charles A. Dana Professor of
Philosophy, Emeritus*

FACULTY

- Harold B. Whiteman**, Jr.
President; Professor of History
B.A., Ph.D. Yale University;
M.A. Vanderbilt University
- Beatrice P. Patt**
*Dean of the College; Professor of
Romance Languages*
B.A. Hunter College; M.A.,
Ph.D. Bryn Mawr College
- Ralph Aiken**
Professor of English
B.A. Williams College; B.A.,
M.A. (Oxon); Ph.D. Duke
University
- Thomas C. Allen**
*Visiting Lecturer in English;
Director, Continuing Education
Program*
B.A. Texas Christian University;
M.A. Rice University
- Gregory T. Armstrong**¹
*Charles A. Dana Professor of
Religion*
B.A. Wesleyan University; B.D.
McCormick Theological
Seminary; Dr. theol. University
of Heidelberg
- Susan J. Bades**
Assistant Professor of Art History
B.A. New York University; M.A.,
Ph.D. Bryn Mawr College
- Christopher A. Bean**
Readers' Services Librarian
B.A. University of New Hamp-
shire; M.L.S. University of
Rhode Island; M.A. Virginia
Polytechnic Institute and State
University

- Gerald M. Berg**²
Assistant Professor of History
B.A., Ph.D. University of
California, Berkeley
- Barbara Blair**
Professor of Chemistry
A.B. Agnes Scott College; M.S.,
Ph.D. University of Tennessee
- Myron B. Bloy, Jr.**
*Associate Professor of Religion;
Chaplain*
A.B., D.D. Kenyon College;
S.T.B. Episcopal Theological
School; M.A. University of
Connecticut
- June M. Booth**
*Associate Professor of Physical
Education*
B.S. Trenton State Teachers Col-
lege; M.S. Glassboro State
College
- Nancy Bradley-Cromey**
*Associate Professor of French and
Italian; Faculty Marshal*
B.A. Wells College; M.A. Mid-
dlebury College; M.A., Ph.D.
University of Wisconsin
- Jacqueline M. Browning**³
Associate Professor of Economics
B.A. Stetson University; Ph.D.
University of Virginia
- Reynold Burrows**¹
Professor of Classical Studies
B.A. Harvard College; M.A.
University of Michigan; Ph.D.
Princeton University
- Carlos I. Calle**
Assistant Professor of Physics
B.S. University of Antioquia;
M.A. Western Michigan Uni-
versity; Ph.D. Ohio University
- Janice Carlisle**
*Visiting Assistant Professor of
English*
A.B. Mount Holyoke College;
M.A., Ph.D. Cornell University

¹On leave for the year 1981-82

²On leave fall and winter terms

³On leave winter and spring terms

Eija U. Celli

Associate Professor of Theatre Arts and Physical Education
Graduate, University of Helsinki;
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Claudia Chang

Assistant Professor of Anthropology
B.A. Prescott College; M.A.,
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Robert L. Chase

Associate Professor of Mathematics; Director of Academic Computing Services
B.S. University of Maine; Ph.D.
University of Virginia

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Visiting Lecturer in Social Work
B.A. San Francisco State University; M.S.W. University of
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B.S. University of North
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B.A. Otterbein College; M.A.
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University of Chicago; Ph.D.
University of Illinois

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A.B. Sweet Briar College

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University of Aberdeen

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Bernice Grohskopf

Margaret Banister Writer-in-Residence
B.A., M.A. Columbia University

Milan E. Hapala

Carter Glass Professor of Government
A.B. Beloit College; A.M.
University of Nebraska; Ph.D.
Duke University

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A.B. Vassar College; Ph.D. University of Rochester

Thomas Hartman

Assistant Professor of Philosophy
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Ph.D. University of Rochester

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B.A. University of Kansas; M.A.,
Ph.D. Indiana University

Allen W. Huszti¹

Associate Professor of Music
B.Mus. Oberlin Conservatory;
M.Mus. New England Conservatory

Alix Ingber

Assistant Professor of Spanish
B.A., Ph.D. City University of New York; M.A. University of Illinois

John G. Jaffe

Acquisitions Librarian
B.A. University of the South;
M.A., M.S.L.S. Villanova University

Henry James, Jr.

Director of the Library
B.A. Yale University; M.A. Stanford University; M.S. Columbia University

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B.A. University of Tulsa; M.S.
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Goldie Jones

Visiting Lecturer in Education
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¹On leave for the year 1981-82

²On leave winter and spring terms

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B.A. Mount Allison University;
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J.D. Georgetown University

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University of Iowa

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Junior Year in France*
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Ph.D. Yale University

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B.A. LaSalle College; M.A.
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Ohio State University

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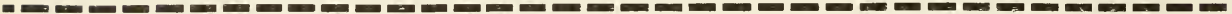
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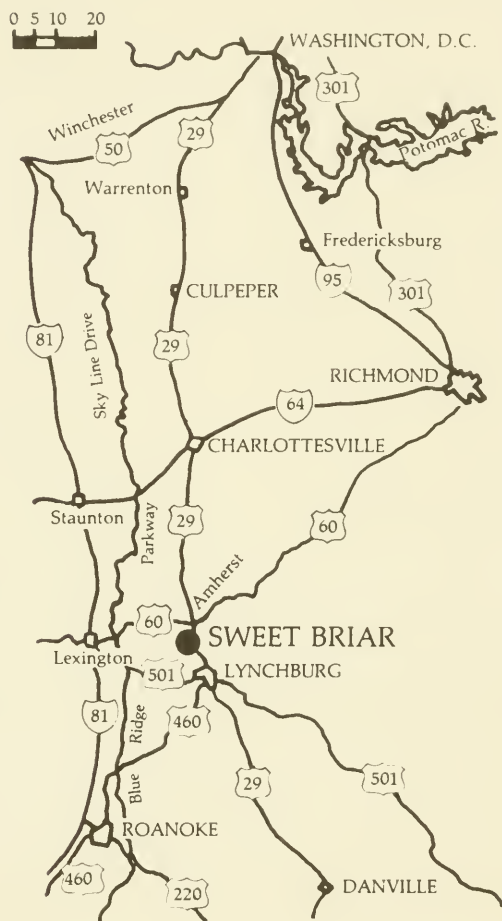
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VISITS TO THE CAMPUS

Visits to Sweet Briar are arranged through the Admissions Office. Although prospective students are not required to have interviews, they are strongly encouraged to do so. During the academic year, prospective students are welcome to spend the night in the dormitories, attend classes, and meet with students, faculty members, and Admissions Office personnel. The Admissions Office is open from 8:30 a.m. until 4:30 p.m. Monday through Friday year-round, and on Saturday mornings while the College is in session. Appointments for interviews and tours of the campus should be made as far in advance as possible.

HOW TO REACH SWEET BRIAR

Sweet Briar is in the country, 12 miles north of Lynchburg, Va., and 165 miles southwest of Washington, D.C., on U.S. 29, three miles south of its intersection with U.S. 60 in Amherst, Va. It is 100 miles west of Richmond via U.S. 60. Piedmont Airlines and Air Virginia serve the Lynchburg area, and limousine service is available from the airport to the College. The Southern Crescent (Amtrak) serves Monroe, Va., five miles south of the College; taxis meet trains only by advance arrangement through the College. Charlottesville is the nearest stop on the C&O-B&O lines (Amtrak). There is bus service to Lynchburg and to Amherst.



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**Catalog Issue
Summer 1982**

Academic Calendar 82-83

Fall Term 1982

September

11 Saturday	Arrival of new students
14 Tuesday	Registration Opening Convocation
15 Wednesday	Classes begin.

October

6 Wednesday	Founders Day
16 Saturday	Parents Day

November

24 Wednesday	Thanksgiving recess begins at 12 noon.
28 Sunday	Thanksgiving recess ends.

December

15 Wednesday	Classes end at 4:30 p.m.
16-18	Examination period
19 Sunday	Reading Day
20-21	Examination period

Winter Term 1983

January

3 Monday	Winter term begins at 8:30 a.m.
26 Wednesday	Winter term ends at 5:00 p.m.

Spring Term 1983

January

31 Monday	Spring term begins at 8:30 a.m.
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March

12 Saturday	Spring recess begins at 8:00 a.m.
20 Sunday	Spring recess ends.

May

4 Wednesday	Classes end at 4:30 p.m.
5 Thursday	Reading Day
6-7	Examination period
8	Reading Day
9-11	Examination period
14 Saturday	Baccalaureate Service
15 Sunday	Seventy-fourth Commencement



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Sweet Briar College



Sweet Briar College offers a rigorous, broadly based education in the liberal arts, which develops the clear thinking, independence, and adaptability necessary for dealing with the challenges and uncertainties of contemporary society. Such

education, we believe, is the best preparation for whatever career a woman may choose, be it in business, the professions, or the arts, as well as for a full and rewarding personal life.

The new generation of women has unique needs and aspirations, which, as a woman's college, Sweet Briar is particularly geared to serve. Here, in a supportive, friendly environment, a woman can learn who she is and what she wants to do; she can become more assertive, if need be; and she can develop the maturity and self-confidence she will require to achieve her goals after graduation.

Approximately 700 women, from 42 states and 22 foreign countries, are enrolled at Sweet Briar, and of these some 40 to 50 study abroad or on another campus for all or part of the academic year. It is a diverse group of individuals whose interests range from art and architecture to mathematics and engineering, from the environment and ecosystems to Asian politics and international business.

The faculty is excellent and the academic program is strong. The unusually favorable student/faculty ratio of 9:1 means that students receive personal attention, direction, and encouragement from their professors. In fields where the Ph.D. is the accepted standard of competence, some 93 percent of the full-time faculty hold that degree. Many are established scholars, with numerous books and articles to their credit, and others are practicing professional artists.

The primary concern of this faculty is undergraduate teaching, however, and they have been nationally recognized as forerunners in the development of such new interdisciplinary programs as those in Asian Studies, Environmental Studies, and European Civilization.

Coordinate programs in Management and Arts Management provide the liberal arts student with the fundamental tools, skills, and understanding of the management process that will serve as the foundation for a wide range of career opportunities in business, industry, government, the arts, and nonprofit institutions. These programs, as well as various other fields of study, are enhanced by a strong computer science program and facilities. In addition, Sweet Briar was one of the first women's colleges to offer dual-degree programs in engineering and business.

The Sweet Briar Junior Year in France is the oldest, most prestigious, and the largest college-sponsored program abroad, attracting serious students from colleges and universities all over the country.

Academically, standards are high and a Sweet Briar degree is widely respected. As a result, our graduates are accepted by leading graduate and professional schools and go on to become successful in many fields and occupations.

Student life is enriched by an extensive program of free lectures, symposia, concerts, dance and theatre performances, art exhibits, and films, which in themselves could be considered a liberal education. Participation in competitive sports — hockey, lacrosse, tennis, swimming, riding, golf, basketball, volleyball, and soccer — and in individual athletic activities is encouraged. Men from nearby colleges are frequent visitors on campus, and the social calendar is full.

The College is set in the midst of lovely rolling meadows and woodlands, against the backdrop of the Blue Ridge Mountains. The beauty of the landscape, of itself compelling, contributes to an environment which encourages growth, confidence, and independence.

Sweet Briar: 1901-1982



Sweet Briar College was founded in the first year of this century by Indiana Fletcher Williams in memory of her only daughter, Daisy, who died in 1884 at the age of sixteen. Mrs. Williams was a daughter of Elijah Fletcher, who came to Virginia from Ludlow, Vermont, in the early years of the nineteenth century and taught school in Amherst County. Later he moved to Lynchburg where he owned and published a newspaper, became a civic leader, and amassed large holdings of land as well as a considerable fortune.

At the time of Mrs. Williams' death in 1900, her estate consisted of more than 8,000 acres of land, including the Sweet Briar plantation, and over half a million dollars. Under the terms of her will, the Trustees were directed to incorporate an educational foundation in the state of Virginia, to establish it as a perpetual memorial to her daughter, and to turn over to it all property left to them in trust.

It was Mrs. Williams' desire, according to the following excerpt from her will, that *"it shall be the general scope and object of the school to impart to its students such education in sound learning, and such physical, moral, and religious training as shall in the judgment of the Directors best fit them to be useful members of society."*

The first Board of Directors determined that the College should be free from denominational control and that it should maintain the highest academic standards, uniting classical and modern ideals of education.

Sweet Briar College opened formally in September 1906, with 51 students, including 15 day students. Its A.B. degree, granted for the first time in 1910, was soon accepted for graduate work in leading universities of the country.

By 1921, Sweet Briar held membership in the Southern Association of Colleges and Secondary Schools, the American Association of University Women, and the American Council on Education, and was approved by the Association of American Universities. Sweet Briar is accredited by the Department of Education, Commonwealth of Virginia, and is a member of the College Entrance Examination Board, a contributing member of the American School of Classical Studies at Athens, and affiliated with the Intercollegiate Center for Classical Studies in Rome. The College offers courses leading to teacher certification in Virginia and 29 other states at both the elementary and secondary level. The Music Department is approved by the National Association of Schools of Music. Its chapter of Phi Beta Kappa is the Theta of Virginia, authorized in 1949.

In May 1927, a Board of Overseers was established. It consists of seven Directors and additional members elected by the Directors for four-year terms. The active oversight of the College is in the hands of this larger board whose decisions are submitted to the Board of Directors for ratification. Alumnae representation on the Board of Overseers was instituted in 1934. Through a policy adopted in 1973, each graduating class now elects one of its members to serve a special two-year term on the Board of Overseers.

In 1978, the Virginia Center for the Creative Arts became affiliated with Sweet Briar as a year-round artists' colony situated at Mount San Angelo, a nearby estate belonging to the College.

Sweet Briar's first five presidents were women. Dr. Mary K. Benedict held the office from the opening in 1906 until 1916. Dr. Emilie Watts McVea served from 1916 to 1925, Dr. Meta Glass from 1925 to 1946, Dr. Martha B. Lucas from 1946 to 1950, and Dr. Anne Gary Pannell from 1950 to 1971. Dr. Harold B. Whiteman, Jr., began his administration as sixth president of the College in 1971.

Many gifts, special endowments, and bequests have greatly strengthened the College. Chairs have been established in government, chemistry, physics, ecology, philosophy, psychology, religion, and international affairs, and there are additional special professorships in economics, English, and Spanish.



President Harold B. Whiteman, Jr.

The Campus



Sweet Briar College is fortunate in having an unusually beautiful campus, set on 3,300 acres of rolling land just east of the Blue Ridge Mountains in Central Virginia. Meadows, woodlands, and two small lakes enhance the beauty of this area and provide exceptional opportunities for ecological studies as well as recreation.

To present a harmonious appearance, the Georgian architecture of the first college buildings, designed by Ralph Adams Cram and constructed of red brick with white columns, has been retained with modifications in those of more recent date. Today the College consists of 25 major buildings and a number of others which serve the needs of the community.

Sweet Briar House, the plantation home of the Fletcher and Williams families, is the President's house. The oldest building on campus, it has been designated a Virginia Historic Landmark.

The Mary Helen Cochran Library, Sweet Briar's main library, given by Fergus Reid in memory of his mother, opened in 1929. Additional space was provided in 1967 with the opening of the *Charles A. Dana Wing*, named for a benefactor of the College. The library collection includes more than 180,000 volumes, with additional holdings in microprint and microfilm and a current periodical list of over 800 titles, American and foreign. Special collections are shelved in the Fergus Reid Rare Book Room, the

Fanny B. Fletcher Archives Room, and the Kellogg Education Laboratory Library. The Academic Advising Center is located on the second floor of the library and houses word processing equipment for student use. The College's DEC-2040 computer system is housed in a climate-controlled wing of the library. The Junius P. Fishburn Music Library (1961) and the Martin C. Shallenberger Art Library (1961) are located in the *Mary Reynolds Babcock Fine Arts Building*. The Fanny B. Fletcher Science Library (1964) is located in the *Connie M. Guion Science Building*.

Benedict (1906), the original academic building, is named for the first president, Mary K. Benedict. Recently renovated, Benedict's classrooms and seminar rooms, faculty offices, language laboratory, and small *Tyson Auditorium* provide some of the best and most modern educational facilities available.

Named for the founder's family, *Fletcher* (1925) houses the offices of the President, the Dean, the Vice President and Treasurer, and other administrators, as well as a number of classrooms and faculty offices.

The *Connie M. Guion Science Building* (1965) contains classrooms and laboratories for the departments of biology, chemistry, physics, mathematics, and psychology, a lecture hall which seats 180, the Science Library, and the Computer Room

Extensive scientific facilities and equipment are available to students in the Guion Science Center. A partial listing follows:

- *Biology*. A fully equipped greenhouse, plant-growth chambers with complete environmental control facilities, a photographic darkroom, a Warburg respirometer equipped for studies of photosynthesis, a vapor pressure osmometer, electronic recording systems for physiology, a walk-in cold room, and equipment for ecological field studies in the nearly 500 acres of sanctuaries and ecology study areas owned by the College.

- *Chemistry*. Modern instrumentation, including several types of spectrophotometers: a recording ultraviolet-visible, an infrared, and an atomic absorption. Additional equipment includes instruments for differential scanning calorimetry and gas chromatography. Microprocessors are also available for interfacing with instruments and instruction in computer function.

- *Computer Science*. A DEC-2040 Timeshare System available for use by all students. Peripheral equipment for the DEC-2040 includes DEC-writers, TEKTRONIX graphics terminals, an X-Y plotter, and video terminals. In addition, there are nine micro-computers (Apple, Pet, TRS-80).

- *Physics*. Equipment for the study of nuclear radiation, as well as very sophisticated equipment for use in the detection and analysis of sound and light waves. The Physics Department also makes extensive use of video-tape recording and playback equipment in instruction.

- *Psychology*. Modern and spacious laboratories with observation cubicles equipped with one-way screens, an excellent animal room, fully air-conditioned and equipped with modern cages, and other facilities, including a multi-channel polygraph, a variety of memory drums, a 3-channel electronic tachistoscope, and three sound-attenuating isolation chambers, as well as operant conditioning chambers with automated reinforcement for small animals. Recently the Psychology Department acquired a microprocessor and a set of computer programs which provide a perception and cognition laboratory of 10 experiments.

The *Mary Reynolds Babcock Fine Arts Center* (1961) includes a 650-seat proscenium theatre with a permanent plaster cyclorama, fly gallery, light bridge, and fully-equipped scene shop.

Five practice studios are equipped with Steinway grand pianos, a piano classroom houses six small uprights, and the Babcock stage has a Baldwin concert grand.

The Studio Art Department has painting, drawing, and print studios in Babcock. The print studio has equipment for every printing process known to the history of art, including a vacuum table for photolithography, silk screen, and etching; a Brand lithography press, a Brand etching press, a combination press, a Bessler enlarger, and an Agfa processing camera. A photographic darkroom equipped with five Omega enlargers is located in Hill House and a fully equipped ceramic and sculpture studio is located in the *Station House*.

Babcock also houses slide/lecture rooms, a 2,500 LP record collection, a library for the art and music collections, listening rooms, the Writers' Workshop, classrooms,

and faculty offices.

Six of the eight residence halls are named for early members of the Board of Directors: *Gray* (1906), *Carson* (1906), *Randolph* (1908), *Manson* (1910), *Grammer* (1912), and *Reid* (1925). Another, *Dew* (1956), is named for the first treasurer, and the most recent, *Meta Glass* (1962), honors the third president of Sweet Briar. In addition to accommodations for students, the dormitories contain common rooms, kitchenettes, and apartments for resident counselors, who are faculty or staff members. Students also occupy two smaller houses.

Prothro Commons (1981), a 19,000-foot renovation and addition to *Meta Glass*, serves as the College's central dining facility.

The Daisy Williams Gymnasium (1931) contains facilities for physical education classes and indoor sports, including a training room, two dance studios, a universal gym, a whirlpool, and video-tape equipment. For organized sports and recreation there are hockey and lacrosse fields, 14 tennis courts, and a paddle tennis court; a lake for boating and swimming, a boat house with a lounge and sun deck, and an outing cabin two miles from the College.

The Elizabeth and Charles Prothro Natatorium (1976) provides a 25-meter pool with six lanes which meets all AIAW requirements, and a spectator gallery.

Headquarters for the riding program are in the *Harriet Howell Rogers Riding Center* (1971). Its features include an indoor arena measuring 300 by 120 feet, 59 box stalls with 12 turn out paddocks, three rings, extensive riding trails and paneled cross-country and hunter trial courses.

The Harley Student Health Center (1925), named for the first college physician, contains the physician's office and examining room, nurses' quarters, and rooms for in-patients.

Religious services are held in the *Sweet Briar Memorial Chapel* (1966), which has a three-manual Holtkamp organ. It also serves as the setting for concerts. A small chapel, several faculty offices, seminar rooms, and a chorus rehearsal room are located in the building. Also housed in the Chapel is WUDZ-FM, the student-run radio station.

The Sweet Briar Museum, which contains mementos of the Fletcher and Williams families, founders of the College; alumnae memorabilia; period clothing and furniture; and artifacts of plantation life, is located in the basement of *Boxwood Inn*.

The Book Shop (1961) carries an excellent selection of general interest books as well as textbooks and supplies. In addition, it has a sportswear department and gift shop.

Members of the community and guests enjoy the *Cornelia and Edward Thompson Wailes College Center* (1970), which includes lounges, game and party rooms, and the *Bistro* — the popular gathering place for students and faculty and friends, for live music and entertainment, and for the regular Friday night Happy Hour.

Mount San Angelo, the neighboring estate owned by Sweet Briar, is the home of the Virginia Center for the Creative Arts (VCCA), the only artists' colony in the United States affiliated with a college. VCCA Fellows work in modern studios located in Brittany-style stables.

Other campus buildings and facilities include the *Nursery School and Kindergarten* (1953), *Information Center*, *Post Office*, the *Alumnae House* (1929), and the old *Sweet Briar Railroad Station* (1906), which now serves as a ceramic and sculpture studio.



Academic Program

SWEET BRIAR'S MISSION

Sweet Briar is a four-year, independent college whose aim is to prepare women to be active, responsible members of society. A foundation in the liberal arts is essential to this end. Study of the liberal arts enhances the development of critical thought, leads to independence, and allows the mature adult to continue to learn long after leaving Sweet Briar.

The College believes that clear thinking and adaptability are best fostered by a broad study of those disciplines that teach one to view one's experience in wider contexts, to appreciate the achievements of the past, to derive satisfaction from the arts, to understand the methods and major theories of science, and to communicate with precision and cogency.

Moreover, the College seeks to provide an environment that encourages physical well-being, moral awareness, sensitivity to others, responsibility for one's actions, and the assumption of leadership and personal initiative — qualities enabling the graduate to enjoy life in humane community.

While recognizing the distinctive qualities of womanhood, the College believes that excellence knows no gender. Sweet Briar remains a woman's college in order to devote all its resources to the education of women in the full range of the liberal arts, including those subjects and responsibilities that have all too often been defined as male domains.

The faculty teaches individuals on a human scale. In small classes, students receive the attention that encourages self-confidence and improvement of skills for life and livelihood.

A sound foundation in the liberal arts will benefit the graduate for a lifetime, by providing the adaptability, the communication skills, and the experience in independent problem-solving which are demanded of any woman today. As an independent college, Sweet Briar possesses the freedom to respond appropriately to the many challenges facing higher education in a rapidly changing world.

CURRICULUM

The Sweet Briar curriculum reflects the conviction that a student should achieve depth in some field of knowledge, and should have a critical appreciation of the

ways in which knowledge is gained. An educated person should have an informed acquaintance with (to adapt the language of Dean Henry Rosovsky of Harvard):

- The mathematical and experimental methods entailed in the study of the physical environment, and the major theories and limitations of the natural sciences;
- The main forms of analysis and the historical and quantitative techniques needed for investigating the development and workings of modern society;
- The important scholarly, literary, and artistic achievements of past and present;
- The major religious and philosophic conceptions of man;
- A culture outside the bounds of classical Western culture.

REQUIREMENTS FOR THE DEGREE

Sweet Briar College confers one degree only, the Bachelor of Arts. The faculty assumes that a student who chooses to study at Sweet Briar understands that she has elected to come to a liberal arts college and that earning its degree entails certain breadth in her choice of courses. Sweet Briar requires that the holder of its degree have adequate knowledge of language, humanities, science, arts, and the social studies, and that she be aware of both the problems of the modern world and the heritage of the past. The student should plan her academic program to cover these areas of knowledge, as well as to fulfill her particular needs and interests.

To be eligible for the degree, a candidate must be enrolled as a full-time student at Sweet Briar for a minimum of two academic years, including the senior year, and must present for the degree not fewer than 19 units earned at Sweet Briar. The usual degree program covers four years, but a student with the permission of the Executive Committee of the Faculty may complete it in as few as three years or as many as five.

Every candidate for the degree is expected to complete at least 38 academic units, including specific and general requirements and requirements for the major. The student must have a minimum cumulative credit ratio of 2.000 (the



equivalent of a C average) and the same credit ratio in the major subject, counting all courses taken toward the major. No student may count more than 15 courses in a single department toward the degree; for the purpose of this ruling two half-unit courses shall be counted as one course. Each senior must pass a comprehensive examination in her major subject or complete a senior thesis or comparable project as determined by the department concerned.

From three to five and one-half units of academic work may be taken in each fall and spring term without special permission. Work for credit must be carried in at least three winter terms. A minimum of 2.5 winter-term units is required for graduation. With the permission of the College, secured in advance, a student may substitute an appropriate course of study elsewhere for a winter term at Sweet Briar. To carry fewer than three or more than five and one-half units in the fall and spring, the student must have special permission from her adviser and the Dean.

SPECIFIC REQUIREMENTS

The requirements for the degree are as follows:

- a) English 1, "Thought and Expression," which must be taken in the fall term of the freshman year unless the student is exempt or offered advanced placement.
- b) Proficiency in a foreign language,* ancient or modern, which may be established in any one of several ways: by a satisfactory score on a CEEB Advanced Placement Test in language, or a score of 600 or better on a CEEB Language Test taken in high school or during the opening week at Sweet Briar, or by two course units of language study in college at the intermediate level or above.**
- c) Two course units (two semesters) in literature or the arts.

*Not more than two first-year languages may be credited toward the degree.

**A student for whom English is a second language may fulfill the language requirement by taking English 1 plus one literature course in the English Department.

- d) One course unit (one semester) in biology, environmental studies or psychology, and one course unit (one semester) in chemistry, mathematical sciences, or physics. One of these units must be a laboratory course in biology, chemistry, or physics.
- e) One course unit (one semester) in social sciences and one course unit (one semester) in classical civilization, European civilization, history, philosophy, or religion.
- f) One course unit (one semester) in non-Western studies.*
- g) One course unit (four quarters) of physical education is required of all students. This requirement should be fulfilled in the freshman year unless there is a medical deferral.

Some courses taken in the student's major field may count towards fulfilling these distribution requirements. In addition, a student may satisfy any of the requirements by a satisfactory score on a CEEB Advanced Placement Test, if appropriate and offered in the particular discipline, or by a departmental examination given at Sweet Briar.

Requests for exceptions to the requirements for the degree may be referred by the Dean to the Executive Committee of the Faculty for consideration.

MAJOR REQUIREMENTS

In the spring of the sophomore year a student must plan with her major adviser a program for the junior and senior years.

Departmental Majors

A student must complete 8 to 15 units in the major field, according to the requirements specified in the departmental statement. She may select any of the following as her major subject:

Anthropology
 Anthropology and Sociology
 History of Art
 Studio Art
 Biology
 Chemistry
 Classics



Dance Theatre
 Economics
 English
 English and Creative Writing
 French
 German
 Government
 Greek
 History
 Latin
 Mathematics
 Mathematics — Computer Science
 Modern Languages
 Music
 Music in Culture
 Philosophy
 Physics
 Psychology
 Religion
 Sociology
 Spanish
 Theatre Arts

*Non-Western students who prefer to substitute a different type of course should consult the Dean of the College

Double Major

A student may declare, complete, and have recorded a double major by fulfilling the requirements of two departments, including two comprehensive examinations or the equivalent, as determined by each department. Double majors are often related to future career or graduate study plans. Recent graduates have had such double majors as Anthropology/French, Biology/Studio Art, Chemistry/Physics, Economics/Mathematics, Economics/Spanish, English/Sociology, History/Music, International Affairs/French, Psychology/Sociology.

Interdepartmental Majors

Interdepartmental majors are designed to provide a closely integrated program for students interested in a subject which cuts across departmental boundaries. Each of these consists of a group of required courses and a group of related subjects totalling at least 12 units, in addition to the courses taken to meet the general requirements for the degree. The total number of units varies, depending somewhat upon the degree of advancement of the required courses and their prerequisites. A faculty adviser supervises each of these programs and serves as major adviser to students who elect it.

Interdepartmental majors are offered in:

- American Studies
- French Studies
- German Studies
- Italian Studies
- Mathematical Physics
- Pre-Engineering Science
- Biology-Chemistry

Within the Division of Social Studies there are majors in International Affairs and Political Economy. Other majors, such as Mathematics-Psychology, may be planned to suit the interest of individual students.

Interdisciplinary Majors

An interdisciplinary major which concentrates on a specific topic or a historical period may be planned by a student in consultation with a faculty adviser from one department, assisted by representatives of each of the other departments involved.

The major must include at least 11 units; a minimum of 6 of these units should be in one department. Three of these six units must be at the 200-level or above, exclusive of honors projects or senior projects. In addition, a senior project with a value of one or two units is to be selected with the approval of the major advisers. An honors project may be substituted for the senior project, but a student may not receive double credit for this project as both a senior and an honors project. The form of the comprehensive requirement will be determined by the major advisers in consultation with the student.

A coordinate major in Environmental Studies enables a student to combine a departmental major with environmental studies. A coordinate major is also offered in European Civilization.

Self-designed Majors

Self-designed majors allow students to concentrate on interdisciplinary areas that do not have prescribed requirements. Student-designed majors have included Art Therapy, Sociology-Education, and Urban Studies.

Special Programs

Coordinate programs are offered in Environment Studies, European Civilization, Business Management, and Arts Management. A special program is also offered in Asian Studies.

ACADEMIC ADVISING

The advising system at Sweet Briar, coordinated through the Office of the Dean, enables students to meet many faculty members and to select those whom they wish to consult about their academic program and educational goals.

At the beginning of the freshman year, the student is assigned to a faculty adviser; by the end of the fourth week of the fall term, however, she may select any faculty member she prefers to be her adviser for the rest of the year and for her sophomore year. She will have had an opportunity to meet most of the faculty in her classes and at various cultural and social events during the opening weeks.

Juniors and seniors are usually advised

by the chairmen of the departments in which they have declared their major. Supplementary advising of freshmen and sophomores is the responsibility of the Assistant Dean. The Dean of the College is responsible for advising juniors and seniors.

The Dean, Assistant Dean, members of the faculty, and the Director of Career Planning share the responsibility for advising students about graduate and professional programs and about career plans.

THE HONORS PROGRAM

The Honors Program allows the student of superior initiative and ability to do advanced work in her major field and thereby to become eligible for the honors degree. The regular requirements for the major must be met, including any required courses and the comprehensive requirement, but under certain conditions units earned in honors work may be counted toward the units required for the major. An interested student should plan her program with her major adviser during registration for her junior year.

A qualified student enters into candidacy for the honors degree in the winter term or the spring term of her junior year. Usually she does so by taking an advanced course in her major department as an honors variant, which entails additional work of a more mature and independent nature.

In her senior year a candidate does independent research and writes a thesis under the direction of a member of her major department. Throughout their senior year, honors students meet with the faculty Honors Committee to discuss their research and participate in a program of lectures, films, and discussions.

The honors thesis must be completed, in a form specified by the major department, not later than two weeks before the end of classes. The thesis is evaluated by a committee made up of the candidate's thesis adviser, another member of the department or division concerned, and a member of the faculty of another college; this committee also conducts an oral examination on the thesis and determines the level of honors to be awarded.

A candidate who fails to meet the requirements of the program is transferred to candidacy for the regular degree.

A more detailed description of the Honors Program is available in the Office of the Dean.

FOREIGN STUDY

For many years Sweet Briar has encouraged qualified students to spend all or part of the junior year in study abroad. The College sponsors and directs the Sweet Briar Junior Year in France and is prepared to approve for credit other programs under the sponsorship of accredited four-year colleges or universities, such as the Syracuse University or Rutgers University programs in Italy, the University of North Carolina Junior Year in Spain, and the Wayne State University Junior Year in Munich. Established programs sponsored by Smith, Bryn Mawr, and Hamilton College are also approved for credit. Qualified candidates, if recommended, may apply as visiting students to the Universities of Aberdeen, Exeter, or Southampton.

Although study abroad is in keeping with the liberal arts tradition, in some fields of specialization it is neither advisable nor profitable. For this reason, and in order to plan her program of study carefully in advance, a student wishing to spend all or part of the junior year abroad should confer with the Dean at an early date, preferably in her freshman year. To qualify for approval of her plans, she should have a general academic average of at least *C plus* for the first four terms and she must have shown strength in her major subject. In addition, she must plan to enroll during her period abroad in at least one course in her major field or in a closely related field.

In all cases the approval of the College must be sought in advance if credit toward the Sweet Briar degree is to be granted. A student who undertakes study abroad without the prior approval of the Dean is regarded as having withdrawn from Sweet Briar and must apply for readmission if she wishes to return.

A student must submit a written application for study abroad, together with a letter from her major adviser approving her plan and a letter of consent from her parents or guardian, before February 15 of the sophomore year. A student proposing to spend only one term of the junior year in foreign study is advised to plan to do so in the fall term.

Junior Year in France

The Sweet Briar Junior Year in France, sponsored by the College, offers a program of foreign study to mature and responsible students who are especially interested in the language, history, and culture of France or who desire to specialize in such subjects as art, history, international affairs, or political science. During 1982-83, 120 students from 31 colleges and universities across the country will study under this distinguished program.

A candidate for admission must have had at least two years of pre-college French, with an average of at least *B* and a general average of at least *B minus*. She must also be recommended by the Department of Modern Languages, by her major adviser, and by the Dean. Applications from Sweet Briar students must be submitted to the Dean by February 15. For detailed information, a bulletin is available at the Office of the Junior Year in France, at Sweet Briar.

Heidelberg University, Germany

Students of German may study for one term or the entire academic year in Heidelberg with a program sponsored by Heidelberg College, Tiffin, Ohio. Information is available from the Office of the Dean.

Semester in Rome

A student majoring in Classical Studies or History of Art may spend the fall and winter terms of her junior year at the Inter-collegiate Center for Classical Studies in Rome. Information about the Center may be secured from the Office of the Dean.

St. Andrews University, Scotland

One or more students are selected each year and recommended to the faculties of St. Andrews University for admission to visiting student status in their junior year. The highest ranking candidate is designated as the St. Andrews Exchange Scholar. Consideration will be given to the suitability of the applicant's major field and to her academic record, capacity for independent work, and personal maturity. Application papers should include a letter from the applicant stating her purpose in

studying abroad, written approval of her parents or guardian, and a recommendation from her major adviser or another member of the department. These papers should be submitted to the Dean by February 15. Selection will be made by a faculty committee.

Virginia Program at Oxford

Sweet Briar is one of six Virginia colleges sending a select group of students to St. Anne's College, University of Oxford, England, for summer study. The program follows the English system, combining lectures and weekly tutorials conducted by Oxford dons. The literature, history, and society of late 16th- and early 17th-century England is the central theme of both lectures and tutorials. The program is designed for rising seniors and juniors, though exceptionally qualified rising sophomores may be considered. All applicants are strongly urged to take background courses in English history and literature before applying. Applications are due March 1 and may be obtained from the Office of the Dean.



OFF-CAMPUS STUDY

Dual-Degree Programs

Sweet Briar College has agreements with three engineering schools, Georgia Institute of Technology, Columbia University, and Washington University, St. Louis, whereby a student can spend three years at Sweet Briar pursuing a Pre-Engineering Sciences major and one or more years at the preferred engineering school. At the end of four years, the student receives a Bachelor of Arts degree and, after the required time at the engineering school, receives a Bachelor's or Master's degree in engineering (see page 43).

A dual-degree program in business is also in effect with the McIntire School of Commerce at the University of Virginia (see page 35).

Seven College Exchange: A College Consortium

Sweet Briar participates with six other colleges (Hampden-Sydney, Hollins, Mary Baldwin, Randolph-Macon, Randolph-Macon

Woman's College, and Washington and Lee University) in a program which allows students, usually juniors, to spend a term or an academic year at one of the other colleges. The primary purpose of this consortium is to pool resources, thereby making it possible to expand and extend the offerings of the individual colleges. Information is available in the Office of the Dean.

Tri-College Exchange

By agreement among the three colleges, a student at Sweet Briar may take a course at Lynchburg College or Randolph-Macon Woman's College, provided the course is not currently available at Sweet Briar. No tuition will be charged in addition to that already paid to Sweet Briar, but the student must pay any extra fees or charges. The College will assist Sweet Briar students in making travel arrangements.

The Tri-College Consortium in Chemistry is funded by the National Science Foundation. The program provides for an exchange of faculty and course offerings among the three colleges.

Washington Semester

An upperclass student may spend the fall term in one of several American University programs in areas of the judiciary; international development; American studies; or economic, foreign, or domestic policy determination. Application should be made to the chairman of the Department of Government not later than March 1 for the following year.

Summer Work Study

Summer vacations provide opportunities for a variety of education experiences which can give added significance to the more formal studies of the college curriculum. Paid employment, internships, volunteer work, travel, and the acquisition of skills such as typing are strongly recommended as profitable occupations during the summer months. The Director of Career Planning will be glad to help students who wish to plan advantageous use of the summer vacation.

Subject to the stipulations set by the faculty, credit toward the Sweet Briar degree may be allowed for summer study in accredited American colleges and universities and in approved programs abroad. Information may be obtained from the Dean.

WINTER TERM

Sweet Briar's 4-1-4 calendar creates a one-month winter term in January, during which each student pursues a single topic intensively. Study, either on or off campus, may take the form of course work, independent research, or internships.

Internships are increasingly important for students who wish to explore career possibilities and gain work experience. Because of Sweet Briar's proximity to Washington, D.C., each January a large number of students go there to serve as political, legal, or public service interns. Others are economics interns in banks, brokerage houses, or business establishments; biology or psychology interns in hospitals, mental health centers, or veterinary hospitals; art history or studio art interns in museums, galleries, auction houses, or advertising agencies. During 1982, 28 of the 114 interns were in New

York, including an English major working for the *Village Voice* and a number of economics majors working for E.F. Hutton, Merrill-Lynch, and other financial houses. One economics major went to Germany to study firsthand the problems of inflation there and a sophomore traveled to Belgrade for her project, "Roman Art in the Provinces." Art history students were at the Peale Museum in Baltimore, the Philadelphia Museum of Art, and the Academy for the Performing Arts in Washington. Several government majors interned with their senators on Capitol Hill, and one assisted with production of the PBS MacNeil Lehrer Report at WETA-TV.

Some courses take the form of study tours, such as recent trips to London, Paris, Jamaica, Mexico, Germany, Austria, Italy, and the Soviet Union. In 1982, for example, students in a course on international business and finance visited six major European cities to participate in on-site discussions with representatives of various multinational business organizations.

Like the off-campus courses, winter term courses offered on the Sweet Briar campus supplement or open up areas of study beyond the courses given during the other two terms. Last year, for instance, an introductory course in Japanese attracted students interested in Far Eastern cultures and international trade. Winter term is also a time when distinguished speakers and professors come to lecture or teach courses and seminars at the College. In 1981, Donald Johanson, the internationally known paleoanthropologist, offered a course on Human Origins, based on his important anthropological discoveries in the Afar region of Ethiopia.

In addition to scheduled credit courses, a wide variety of noncredit courses is offered on subjects ranging from typing to retail management to career planning. There is also at least one College-sponsored trip, typically to the Kennedy Center in Washington, as well as several film series. Ski areas near Sweet Briar offer ample diversion from the pressure of course work during the term.



Pre-Professional Preparation

With expanding opportunities for women in business and the professions, students are increasingly concerned about preparation for future careers. To meet these concerns, Sweet Briar has developed a number of advisory and counseling services, as well as specific programs for students with career goals in various fields.

BUSINESS AND MANAGEMENT

The formerly male-dominated preserve of the world of business is now completely open to qualified women, especially those who have earned the Master of Business Administration degree. The specific requirements of MBA programs vary substantially, but in general, undergraduate work in economics, accounting, and mathematics — especially calculus, statistics, and computer programming — provide appropriate preparation. Graduate schools of business tend to place a heavy emphasis on prior business experience and the winter term Business Internship Program in the Department of Economics provides a qualified student with an opportunity to acquire a directed and intensive introduction to business operations. Graduate schools of business usually require the Graduate Management Admission Test (GMAT).

Recent Sweet Briar graduates have entered graduate business programs at the Wharton School of the University of Pennsylvania, the Darden School at the University of Virginia, the American School of International Business, the University of Michigan, New York University, the Tuck School of Management at Dartmouth University, and others. Professor Miller is pre-business adviser.

A dual-degree program in business with the University of Virginia enables a student to earn an A.B. degree from Sweet Briar College and a B.S. degree from the University of Virginia in five years. Under this program, the student will attend Sweet Briar for approximately three academic years and the McIntire School of Commerce at the University of Virginia for approximately two academic years to fulfill the requirements of both institutions. A student interested in enrolling in this program should consult with Professor Miller early in her freshman year.

It is not necessary, however, for a career-minded student to specialize so intensely. The Coordinate Program in Management (see page 50) provides the student majoring in one of the traditional liberal arts fields, such as English, history, or political science, with a range of courses that will significantly enhance her potential to apply her general education effectively in a wide range of employment opportunities in business, government, and nonprofit organizations.

COMPUTER SCIENCE

Sweet Briar makes available several opportunities in computer science which enable the student to enter the rapidly growing computer field. Courses which support the new Mathematics-Computer Science major are: Computer Organization, Programming Methodologies, Discrete Structures, and Data and File Structures. Additionally, courses in FORTRAN, COBOL, Numerical Analysis, and Computers in Business are offered (see Mathematical Sciences course listings). Students interested in computer science typically elect majors in Mathematics-Computer Science, Mathematical Physics, or Mathematical Economics, but many choose an unrelated major and effectively "minor" in a computer-related area.

Sweet Briar's computer facilities include a time-sharing Digital Equipment Corporation DEC-2040 mainframe with several video terminals (including five DEC GIGI and two Tektronix graphics terminals) around the campus; fifteen microcomputers (TRS-80, Apple, Pet) with memory sizes from 16K to 48K, some with dual disk drives, and four microprocessors (AIM, KIM), all used in coursework and in the laboratory.

Departments which offer computer-related courses and/or integrate computer usage into their courses include: Mathematical Sciences, Physics, Chemistry, Psychology, Sociology, Economics, Government, Biology, Political Science, Education, and English.

Internships and campus employment are available to students in computer science related programs.

Students interested in computer science should consult the Director of Academic Computing and/or the Chairman of the

Department of Mathematical Sciences when planning their program.

EDUCATION

Sweet Briar is approved by the Virginia State Department of Education to prepare kindergarten, elementary school, and secondary school teachers for professional certification in many academic areas. By following the program and completing the requirements set by Sweet Briar, a student becomes eligible for Virginia's Collegiate Professional Certificate, which by virtue of reciprocity is accepted by approximately 30 other states. Positions in educational administration, supervision, and research usually require previous successful experience in classroom teaching. Practical teaching experience is gained through observation, participation, and supervised student teaching at Sweet Briar Nursery School and Kindergarten on campus and at local public schools.

Students planning to teach should consult with Professor Stone early in their freshman year (see p. 42).

ENGINEERING

Pre-professional technological and scientific training is available through a dual-degree program in engineering with Georgia Institute of Technology, Columbia University, or Washington University in St. Louis. Under this program a student combines three years of study at Sweet Briar with two years at the cooperating institution, earning an A.B. degree from Sweet Briar and a B.S. degree in engineering (mechanical, chemical, civil, electrical, nuclear, and others), health systems, computer science, or management science from the other school. Anyone interested in this program should consult with the pre-engineering adviser, Professor Elkins, as early as possible in the freshman year.

Recent Sweet Briar science graduates have been accepted for graduate work in engineering at M.I.T., the University of Michigan, Columbia University, the University of Virginia, and Georgia Institute for Technology.

GOVERNMENT SERVICE

Graduates in various fields, especially those who have majored in government, economics, sociology, the natural sciences, and mathematics, have gone on to careers in government service. The Washington Semester sponsored by American University (see p. 19) or a winter term internship in Washington affords the student the opportunity for on-the-scene participation in the workings of the federal government and for making valuable contacts in the Washington job market.

Internships at the state level or with local governments provide opportunities for experience in policy making and administration in these rapidly expanding areas of employment for women. Students interested in a career in government should consult Professor Gilpatrick.

GRADUATE STUDY

Sweet Briar graduates in all fields are accepted by leading graduate schools throughout the country. Recent graduates have entered such universities as Harvard, M.I.T., the University of Virginia, the University of Illinois, Bryn Mawr, Northwestern, Tulane, Cornell, Duke, the University of Michigan, and the University of North Carolina in such diverse fields as economics, speech, pathology, art history, English, history, musicology, environmental sciences, political science, German, French, dance, mathematics, anthropology, microbiology, and child development. Graduate study has led to careers in teaching, research, publishing, museum work, social work, educational administration, and applied art, as well as positions in business, law, medicine, and government.

Students interested in graduate study should consult the appropriate departmental chairmen.

Information and application blanks for the standard tests required by many graduate and professional schools, such as the Graduate Record Examinations, the Law School Admission Test, and the Medical College Admission Test, are available in the Office of the Dean.

JOURNALISM

A liberal arts education is considered an excellent background for a career in journalism. A student who has earned a B.A. degree can usually complete an M.A. degree in journalism in one year at a professional school. Newspapers and magazines sometimes employ promising beginners without a journalism degree if they have experience on a college newspaper. *The Sweet Briar News* and other campus publications, as well as summer or winter term internships, offer good opportunities for students to obtain practical experience.

LAW

Law schools have no set requirements for admission, but look favorably upon liberal arts graduates. Students who plan to enter law school are advised to maintain high quality of course work and to select courses that will sharpen their skills in writing, argumentation, and critical analysis.

To be considered seriously by a law school, a student should maintain at least a B average, do well on the Law School Admissions Test (LSAT), which is normally taken in the fall of the senior year, and have several letters of recommendation. Some law schools also require a personal interview. Sweet Briar graduates have gone on to leading law schools, including the University of Virginia, Washington and Lee University, Georgetown University, Fordham University, Vanderbilt University, and the University of Pennsylvania. Students considering a career in law should consult Professor Gilpatrick, pre-law adviser.

MEDICINE AND HEALTH SCIENCES

More and more women are seeking and gaining admission to medical schools and other schools of health science. These schools in turn look favorably on liberal arts students who often have developed the humaneness and the ability to communicate that are so desirable in a practicing physician. The Medical College Admission Test (MCAT), taken by

applicants at the end of the junior year, stresses analytical and problem-solving ability, which is also developed by a liberal arts education.

A science major is generally recommended for a student wishing to enter the health field. The biology-chemistry interdepartmental major fulfills all the standard requirements for medical school and other health-science programs. However, a medical school may accept the superior student who has majored in a nonscientific field, so long as she has demonstrated proficiency in science. Sweet Briar graduates hold medical degrees from Duke University, Johns Hopkins University, the University of Virginia, Cornell University, Georgetown University, the University of Texas, and others.

Students interested in a career in the health professions (medicine, dentistry, veterinary medicine, pharmacology, health administration, and others) should consult the premedical and health careers adviser early in their freshman year.

RELIGION

Professional careers for women in religion have expanded significantly in the past fifteen years. Many religious bodies ordain women or employ them in other capacities, and the concept of "ministry" now includes a wide variety of activities in service to others. Most such careers require professional or graduate study at a theological seminary or in a graduate department of religion.

A broad liberal arts education, including if possible the biblical languages, is the recommended preparation for ministerial studies. A religion major is desirable but not always necessary for graduate study in religion (M.A. or Ph.D.). In recent years, Sweet Briar graduates have gone on to Harvard Divinity School, Union and General Theological Seminaries in New York, Virginia Theological Seminary in Alexandria, the Presbyterian School of Christian Education in Richmond, and the University of Virginia. Members of the religion department or the Rev. Myron B. Bloy, Jr., Chaplain, will advise any student who is interested in graduate study or a professional career in religion.

Sample Programs

The sample programs below will serve to give some idea of the possibilities open to those who wish to prepare for professional study in business, engineering, law, or medicine. Such preparation is well-adapted

to a liberal arts curriculum, and has the added advantage of allowing for excursions into other fields. These programs are but samples; many modifications and variations are possible.

Pre-Business: Economics Major			
	Fall	Winter Term	Spring
Freshman	English 1 Modern Language 5 Economics 3 Mathematics 23 Physical Education	Elective: Literature	Physics 5 plus Lab. Modern Language 6 Economics 4 Mathematics 24 Physical Education
Sophomore	Mathematics 9 Government 5 Economics 27 Social Studies 135 Modern Language (Spanish 151 or French 110X)	Money in Europe (European Study Tour)	Mathematics 80W Economics 110 Economics 28 Government 102 Social Studies 136
Junior	Economics 107 Economics 215 Economics 225 English 117 History 121	Internship	Economics 108 Economics 216 Philosophy 24 English 26
Senior	Economics 219 Economics 213 Religion 219 History 129 Economics 261	Internship	Economics 230 Economics 352 (Sr. Seminar) Government 214 History 130

Engineering: Mathematics-Physics Major			
	Fall	Winter Term	Spring
Freshman	English 1 Chemistry 7 Mathematics 23 Modern Language 5 Physical Education	Mathematics 80 — FORTRAN Programming	Economics 4 Mathematics 24 Chemistry 8 Modern Language 6 Physical Education
Sophomore	Mathematics 115 Physics 103 Physics 121 (Lab) Economics 3 Modern Language: Literature	Elective: Social Sciences	Mathematics 116 Physics 105 Physics 122 (Lab) Modern Language: Literature Government 6
Junior	Physics 104 Physics 221 Chemistry 109 Government 109 Government 213	Elective: Literature	Physics 106 Mathematics 212 Economics 110 Social Studies 136
Senior	Physics 227 Mathematics 207 Government 101 Psychology 3 Environmental Studies 1	Elective: Art, History, or Public Speaking	Mathematics 248 Physics 222 Government 102 Psychology 4

Pre-Law: Government Major			
	Fall	Winter Term	Spring
Freshman	English 1 Spanish 5 Mathematics 9 Government 5 Physical Education	Elective: Literature	Biology 3 plus Lab. Spanish 6 Economics 4 Government 6 Physical Education
Sophomore	Economics 3 English 225 Government 109 Government 213	Money in Europe (European Study Tour)	Economics 206 Mathematics 80W History 104 European Civilization 18
Junior	Economics 27 History 121 Government 101 Government 215 Spanish 151	Internship	Economics 28 History 252 Government 102 Government 216
Senior	History 201 English 229 Social Studies 135 (Asian Civilization) Government 209	Internship	Philosophy 24 Government 220 Government 222 Government 352 (Senior Seminar)

Pre-Med: Biology-Chemistry Major			
	Fall	Winter Term	Spring
Freshman	Chemistry 7 English 1 French 5 Mathematics 23 Physical Education	Elective: Literature	Chemistry 8 Biology 3 French 6 Mathematics 24 Physical Education
Sophomore	Biology 109 Chemistry 109 Psychology 3 Economics 3	Elective: Art or Science	Biology 100 Chemistry 110 Psychology 4 Economics 4
Junior	Biology 105 Government 109 Physics 103 Physics 121 Psychology 303	Elective: Social Sciences	Anthropology 126 Biology 206 Chemistry 222 Physics 105
Senior	Biology 351 Chemistry 101 History 107 Philosophy 191 Religion 6	(-MCAT-) Elective: Art or Music	Biology 226 Chemistry 222L Physics 122 Religion 220



Courses of Instruction

Courses of instruction are offered by the following departments: History of Art, Studio Art, Biology, Chemistry, Classical Studies, Education, English, Mathematical Sciences, Modern Languages, Music, Philosophy, Physical Education, Physics, Psychology, Religion, and Theatre Arts; and by the Division of Social Studies, including Anthropology, Economics, Government, History, Social Studies, and Sociology.

Course numbers indicate in a general way the level of instruction. Numbers below 100 indicate introductory courses; 101 to 200, intermediate courses; 201 to 300, advanced courses; and above 300, courses normally open to seniors, major students, and others of unusual ability.

Odd numbers usually designate courses offered in the fall term; even numbers, those offered in the spring term. If a course is offered in more than one term, the letter X following the number indicates the fall term; W, the winter term; Y, the spring term. A few courses offered in the summer are designated by S.

Courses extending through the year are indicated by numbers linked by a hyphen or comma. A hyphen indicates that the fall term is a prerequisite to the spring term and that no credit will be given for one without the other except with the permission of the instructor. A comma indicates that the fall term may be taken independently of the spring term but that the fall term is prerequisite to the spring term, except when otherwise specified.

Unless otherwise indicated, each course carries 1 unit of credit per term.

Square brackets [] enclosing a course number and title indicate that the course will not be offered in the current year.

A bullet (•) indicates that the course is open to freshmen. The phrase "by permission" means permission for the instructor.

AMERICAN STUDIES

SAVARESE, TAYLOR
Advisers

Each of the following major programs requires twelve units in American subjects:

A student who elects American History and Literature as her major must complete four units in history (103, 104, 133, 134), four in English (177, 178, and two from

229, 230, 231, 232, 297), and History 212 in the senior year. Three additional units in history of art, English, philosophy, religion, or in the Division of Social Studies are to be selected in consultation with the major advisers.

A student interested in other aspects of American society may complete a major program in American Studies consisting of four units of either American history or literature and four units of American subjects in one other field, such as anthropology and sociology, history of art, economics and government, and philosophy and religion. The student who elects four units of American history must also take English 177, 178; the one who elects four units of American literature must also take either History 103, 104 or 133, 134. Another two units in appropriate subjects are to be chosen under the guidance of the major advisers.

In both programs the senior comprehensive requirement may be a written or oral examination or its equivalent in the form of a thesis, to be determined in consultation between the advisers and the student in the fall of the senior year.

ANTHROPOLOGY

See page 79.

History of Art

DIANE D. MORAN, Chairman
Assistant Professor

AILEEN H. LAING
Associate Professor

SUSAN J. BANDES²
Assistant Professor

VICTORIA DASHKEVIC-PURTO
Visiting Lecturer

A student who elects History of Art as her major must complete eight units in the Department plus two in studio art. The major is based on Art 15, 16; six additional units in the Department are required and must include Senior Seminar, one unit from Area I and two each from Areas II and

²On leave fall term.

III. The following courses in studio art are also required: Art 1 and 10. A comprehensive examination or comparable project forms a part of the requirements for majors in History of Art. No academic credit will be given for this project.

For any student contemplating graduate study, a reading knowledge of German or French is strongly recommended.

•15, 16 SURVEY OF ART HISTORY

Laing

An historical and analytical introduction, considering representative monuments of European art in their context and proposing ways of understanding visual evidence. Three hours lecture and one assigned discussion section. Either term may be taken independently.

Open to all students.

AREA I:

Ancient and Medieval

[123 ANCIENT ART]

Bandes

The architecture, painting, and sculpture of Greece, Etruria, and Rome. Alternate years.

Prerequisite: Art 15

128 MEDIEVAL ART

Laing

Major art forms in the Early Christian, Byzantine, Romanesque, and Gothic periods as seen in their historical contexts. Particular emphasis will be given to the Romanesque and Gothic periods. Alternate years.

Prerequisite: Art 15

AREA II:

Renaissance and Baroque

103Y NORTHERN PAINTING

Bandes

Manuscripts, painting, and graphic arts in Northern Europe from the fourteenth to the sixteenth centuries with concentration on the work of the van Eycks, van der Weyden, Bosch, Brueghel, Grunewald, Durer. Alternate years.

Prerequisite: Art 15, 16

[105 BAROQUE ART IN ITALY AND SPAIN]

Developments in architecture, painting and sculpture in Italy and Spain from 1580-1700. Major concentration on Caravaggio and his followers, the Carracci, Bernini, Borromini, and Velasquez.

Prerequisite: Art 15, 16

106 BAROQUE ART IN NORTHERN EUROPE **Bandes**

Art and architecture in France, Flanders, Holland, and England with emphasis on the work of Poussin, Rubens, Rembrandt, and Wren. Alternate years.

Prerequisite: Art 15, 16

[113 EARLY RENAISSANCE ART IN ITALY] **Moran**

Architecture, painting, and sculpture in Italy from the thirteenth through the fifteenth centuries. Emphasis will be placed on the work of Giotto, Duccio, and the Florentine artists of the Quattrocento. Alternate years.

Prerequisite: Art 15, 16

114 HIGH RENAISSANCE AND MANNERISM **IN ITALY**

Bandes

The late fifteenth century in Northern Italy, the High Renaissance in Rome, Florence, and Venice, and mannerism in the sixteenth century.

Prerequisite: Art 15, 16

[•132 THE ART OF THE PRINT]

Bandes

The history of the print as a work of art from the fifteenth century to the present. Emphasis will be placed on the work of Durer, Rembrandt, Piranesi, Goya, Daumier, Munch, Picasso, and Jasper Johns. Original prints from the College collection will be studied. Alternate years.

Open to all students.

AREA III:

Europe and America Eighteenth Century to the Present

129Y THE DECORATIVE ARTS IN ENGLAND AND THE CONTINENT

Laing

A study of the decorative arts in their historical context. Emphasis will be placed on furniture, silver, pottery, porcelain, and glass of the late seventeenth and eighteenth centuries. Alternate years.

Prerequisite: Art 15, 16 or permission

218X EUROPEAN ART 1700-1850

Moran

Painting and sculpture in Europe from the Rococo period through Romanticism. Emphasis will be placed on major artists such as Goya, Ingres, Delacroix, Constable, and Turner. Alternate years.

Prerequisite: Art 15, 16

[228 AMERICAN ART TO 1850]

Laing

A study of the artistic development in the United States from the Colonial period to the Civil War. Major emphasis will be placed on architecture, painting, and the decorative arts but sculpture will also be considered. Alternate years.

Prerequisite: Art 15, 16. Exceptions will be made for students majoring in American History and Literature to whom Art 15, 16 is strongly recommended.

230 REALISM TO POST-IMPRESSIONISM

Moran

Painting and sculpture in Europe and America from ca. 1850-1900. Emphasis will be placed on major movements such as Realism, Impressionism, post-Impressionism, Symbolism, and Art Nouveau.

Prerequisite: Art 15, 16

253 EARLY TWENTIETH-CENTURY ART

Moran

Developments in painting and sculpture in Europe and America from the turn of the century to World War II. Emphasis will be placed on major modern movements from Cubism through Surrealism.

Prerequisite: Art 15, 16

254 LATER TWENTIETH-CENTURY ART

Moran

Post-World War II developments in painting, sculpture, and other media in America and Europe. Such trends as Abstract Expressionism, Pop, Minimal Art, Environmental Art, and Photo-Realism will be considered.

Prerequisite: Art 15, 16. Art 253 is strongly recommended.

Additional Courses

135 THE ART AND CULTURE OF RUSSIA

Dashkevich-Purto

A study of the highlights of the history of architecture, painting and the decorative arts in Ancient, Medieval and Modern Russia in a broad cultural context. The problems of the assimilation of foreign artistic forms and aspects of national character and consciousness will be discussed.

•137 ORIENTAL ART

Dashkevich-Purto

A survey of the visual arts in India, China, and Japan. Alternate years.

Open to all students.

[163] 164 DIRECTED STUDIES (½ or 1)

Study of introductory level topic pursued under faculty direction. Content will vary according to needs of students. Either term may be elected independently.

Prerequisite: Art 15, 16 or permission

261, 262 SPECIAL STUDY (½ or 1)

The Department

Study of a selected topic pursued by individual students under the close supervision of an instructor.

Prerequisite: Art 15, 16 and permission of the Department. Sophomores may be admitted with special permission. Either term may be elected independently.

351 SENIOR SEMINAR

Moran

An examination of major topics in Western art. Papers will be presented to the group for discussion.

Open to seniors majoring in History of Art.

361, 362 INDEPENDENT STUDY IN ART HISTORY

The Department

Supervised independent study in a subject of the student's own choice, such as the intensive analysis of selected individual artists or topics from the history of drawing and graphic arts.

Prerequisite: Art 15, 16 and permission of the Department. Either term may be elected independently.

Studio Art

LOREN OLIVER, Chairman
Professor

RAYMOND TWIDDY¹
Associate Professor

ZIGMUNDS PRIEDE
Visiting Assistant Professor

JOE MONK*
Visiting Assistant Professor

NANCY D. SPENCER*
Visiting Lecturer

The major in Studio Art is based on Art 1, 10, and eight additional units in studio, with a concentration of three of these units in either drawing, ceramics and sculpture, photography, graphic design, computer design, painting, or printmaking (one of the three must be on the 300 level). The major program must also include the following courses in the history of art: Art 15, 16, one unit in twentieth century, and one unit prior to the twentieth century. The student majoring in Studio Art is required to present an exhibition of her creative work supported by a paper or an oral examination to fulfill the major requirements.

Students who seek advanced placement in studio must submit a portfolio for review by the studio instructors.

The Department reserves the right to retain not more than three works from each student. These works will be added to a collection of student art to be used at the discretion of the Department.

•1 INTRODUCTION TO STUDIO ART

Oliver

A study of the basic principles and devices in drawing, with emphasis on such problems as line, form, perspective, and transition. One hour lecture, four hours of supervised studio.

•10 DESIGN

Priede

A basic course in the fundamental pictorial elements of all artistic expression. Various two-dimensional media are used to study theories of contrast, color, form, material and texture, and rhythm. The course aims to develop an ability to understand and communicate original ideas through studies of nature, pure forms, and abstractions, as well as through the analysis of works of art. One hour lecture, four hours supervised studio.

•22 THREE DIMENSIONAL DESIGN

Monk

A basic course exploring three-dimensional design using clay, wood, plastic, metal, and found material.

Prerequisite: Art 1 or 10 or permission

•104 INTRODUCTION TO DRAWING

Oliver

A study of the materials and techniques of the masters. Emphasis will be placed on a basic approach to drawing in pencil, charcoal, chalk, silver point, pen and ink, wash, and mixed media. Six hours of supervised studio.

Prerequisite: Art 1 or 10 and permission

•108 INTRODUCTION TO PAINTING

Oliver

Basic instruction in materials, techniques, composition, and color theory with particular emphasis on developing technical facility.

Prerequisite: Art 1 or 10 and permission

117 INTRODUCTION TO PRINTMAKING

Priede

An introduction to the materials and techniques of relief printing and intaglio.

Prerequisite: Art 1 or 10 and permission

*Part-time

¹On leave for the year 1982-83

118 INTRODUCTION TO PRINTMAKING

Priede

An introduction to the materials and techniques of lithography and screenprinting.

Prerequisite: Art 1 or 10 and permission

119 BASIC PHOTOGRAPHY

Spencer

A historical and practical study of the materials and techniques of artistic expression through the black-and-white photographic process. Will include camera and lighting techniques, film processing, a variety of printing methods, as well as some specialized techniques, such as combination printing, toning, and paper negatives. Will include study of reproduction and original prints. Six hours of supervised studio.

Prerequisite: Art 1 or 10 and permission (enrollment limited)

•122 INTRODUCTION TO CERAMICS AND SCULPTURE

Monk

An introduction to various three dimensional concepts. The course will combine technical exploration of the media and the development of the student's individual interests and ideas. Six hours of supervised studio.

Prerequisite: Art 1 or 10 or permission

201 DRAWING

Oliver

Drawing in any media previously studied. The emphasis is on craftsmanship and an exploration into the creative possibilities of the various media. Six hours of supervised studio.

Prerequisite: Art 1, 10, and 104 or permission

202 SCULPTURE

Monk

Sculpture in any media previously studied.

Prerequisite: Art 22, 122 or permission

223, 224 PRINTMAKING

Priede

An exploration into the creative possibilities of relief printing and intaglio in the fall

term and lithography and screen printing in the spring term.

Prerequisite: Art 1, 10, 117 or 118 or permission

225 PAINTING

Priede

Painting in any media previously studied. The emphasis is on craftsmanship and an exploration into the creative possibilities of the various media. Six hours of supervised studio.

Prerequisite: Art 1, 10, and 108 or permission

301, 302 ADVANCED PAINTING

Priede, Oliver

Advanced painting for those students who have demonstrated their ability to continue creative work on their own initiative in the media previously studied.

Prerequisite: Art 104, 225 and permission

303 ADVANCED DRAWING

Oliver

Advanced drawing for those students who have demonstrated their ability to continue creative work on their own initiative. Six hours of supervised studio.

Prerequisite: Art 201 and permission

307, 308 ADVANCED PRINTMAKING

Priede

Advanced printmaking for those students who have demonstrated their ability to continue creative work on their own initiative. A continuation of techniques previously studied.

Prerequisite: Art 10, 104, 223 and permission

313, 314 STUDENT TEACHING IN ART

(See Education)

361, 362 INDEPENDENT STUDY IN STUDIO (½ or 1)

The Department

Individually planned program with area of emphasis related to the student's major area of concentration (see statement of the major). Supervised independent work.

Prerequisite: One 300 level course in the area of proposed study and permission

ARTS MANAGEMENT

SMART

Program Director

The Arts Management Program is coordinated with a major in Art History, Studio Art, Music, Dance, or Theatre Arts. The purpose of the program is to give students practical experience in arts management within the framework of a liberal arts education.

Candidates may enter the program at the time they declare their major, usually at the end of the sophomore year. A minimum grade point average of 2.3 is required. Selection will be based on an interview with the Program Director and the chairman of the department in which the student is majoring.

The program consists of completion of all requirements for the major, Economics 27 (Introduction to Accounting), one additional course in Economics, one in computer programming, and three Arts Management Practica. The practica will be taught by the chairman of Concerts or Exhibitions, the curator of the Sweet Briar Collection, department chairman, or other appropriate faculty member.

Upon satisfactory completion of the program, the student will receive a certificate acknowledging her participation.

240X or 240Y ARTS MANAGEMENT PRACTICUM (½ or 1)

Students will be introduced to the practical aspects of presenting artistic events on the campus. Projects will include the organization, promotion, and mounting of exhibitions, the booking and promotion of concerts, theatre, or dance productions, the cataloguing and care of the Sweet Briar Art Collection. A minimum of 10 hours per week for 1 unit, 5 hours per week for ½ unit.

341-342 ARTS MANAGEMENT PRACTICUM

Working closely with her faculty supervisor, the student will be responsible for the organization, promotion, and financing for major artistic events (the presentation exhibitions, touring dance or theatre companies, concerts, etc.). A final portfolio or record of the projects will be kept and will form part of the final grade.

ASIAN STUDIES

Although no major is offered in Asian Studies, the following courses enable the student to gain some knowledge of the art, government, history, and religion of selected countries of Asia.

Art 137 Oriental Art

English 106 Chinese and Japanese Literature in Translation

[Government 220 Comparative Politics of South Asia]

Religion 219, [220] Religions of Asia Social Studies [135], 136 Asian Civilizations

Courses in Japanese are offered at R-MWC and may be taken through the Tri-College Exchange. See Modern Languages, page 62.

Biology

JOANNE ROSINSKI, Chairman
Assistant Professor

ERNEST P. EDWARDS³
Professor

MARGARET SIMPSON
Professor

GARY C. SMITH⁴
Visiting Associate Professor

KAREN KURVINK
Assistant Professor

A student who elects Biology as her major subject must complete 11 units in biology, including Biology 351 and one course in each of the following areas: Plant Biology: 114 or 201; Animal Biology: 109 or 120; Molecular Biology: 100; Population Biology: 115. At least one course in the major must be a field course. In addition, she must take Chemistry 7 and 8. Organic chemistry, physics, and mathematics are strongly recommended. She must also satisfy the comprehensive requirement.

The Biology-Chemistry major is described on page 35 and Environmental Studies is described on page 48.

³On leave winter and spring terms

⁴Spring term

**•3X or 3Y INTRODUCTION TO BIOLOGY
The Department**

An introduction to the principles and methods of biology. Three hours lecture and one three-hour laboratory.

•9 PRINCIPLES OF BIOLOGY

Rosinski

Fundamentals of cellular, organismal, and population biology. For students who have a good science background at the secondary level. Not open to students who have received credit for Biology 3 or its equivalent. Three hours lecture and one three-hour laboratory.

Prerequisite: Placement by examination, or permission

•100 CELL STRUCTURE AND FUNCTION (1½)

Rosinski

The characteristics of cells and their components. Emphasis will be on the role of subcellular structures in cell growth, reproduction, and function. Three hours lecture and one three-hour laboratory.

Prerequisite: Biology 3 or 9 or permission

105 GENETICS

Kurvink

An introduction to gene action and the principles of inheritance. Three hours lecture and discussion.

Prerequisite: Biology 3 or 9, and 100, or permission

**109 COMPARATIVE VERTEBRATE
MORPHOLOGY (1½)**

Simpson

Functional anatomy of vertebrates, with emphasis on evolutionary adaptations. Three hours lecture and two two-hour laboratories.

Prerequisite: Biology 3 or 9 or permission

114 PLANT BIOLOGY (1½)

Rosinski

A survey of the major groups of plants including their structure, evolution, reproduction, and economic significance. Three hours lecture and one three-hour laboratory. Alternate years.

Prerequisite: Biology 3 or 9 or permission

115 GENERAL ECOLOGY (1½)

Edwards

A study of the principles of ecology, primarily as illustrated by the terrestrial ecosystems in the Sweet Briar area, and the application of these principles to the study of human ecology. Three hours lecture and three hours laboratory or field work. Not open to freshmen. Excluded from Pass/Fail grading.

Prerequisite: One course in Biology

[•116 ORNITHOLOGY]

Edwards

A study of birds, their identification, structure, and habits. Two hours lecture and 2½ hours laboratory or field work. Field schedule to be arranged. Excluded from Pass/Fail grading.

Prerequisite: One unit of a laboratory science

[117Y FIELD NATURAL HISTORY]

Edwards

A study of the interactions of organisms which determine community structure in the deciduous forest and nearby ecosystems, involving primarily identification and population ecology. Two hours lecture and 2½ hours laboratory work or field work. Excluded from Pass/Fail grading. Alternate years.

Prerequisite: One unit of laboratory science

120 INVERTEBRATE ZOOLOGY (1½)

Simpson

An introduction to the study of the invertebrate groups, excluding insects. Emphasis is placed on phylogenetic relationships, functional morphology, and natural history. Three hours lecture and one four-hour laboratory. Alternate years.

Prerequisite: Biology 3 or 9 or permission

161, 162 SPECIAL STUDY (½ or 1)

The Department

Individual study of some selected topic in biology. Open by permission. Either term may be selected independently.

[201 PLANT PHYSIOLOGY (1½)]

Rosinski

An exploration of how plants function, including the flowering process, dormancy, hormonal regulation, nutrition, and behavior. Examples from applied areas of the plant sciences such as agriculture and horticulture will be discussed. Three hours lecture and one three-hour laboratory. Alternate years.

Prerequisite: One unit of chemistry and either Biology 100 or 114, or permission

203Y PRINCIPLES OF DEVELOPMENT (1½)

Kurvink

An inquiry into the control of differentiation and morphogenesis, including concepts derived from plants, animals, and microbes. The generation and testing of hypotheses will be emphasized. Three hours lecture and discussion and two two-hour laboratories. Alternate years.

Prerequisite: Biology 100 and 105 or permission

[206 MICROBIOLOGY (1½)]

Structure, physiology, and ecology of bacteria and other microorganisms. Three hours lecture and two two-hour laboratories. Alternate years.

Prerequisite: Biology 100 and one unit of chemistry, or permission

[208 VERTEBRATE HISTOLOGY (1½)]

Simpson

A study of the microanatomy and function of vertebrate tissues and organs. Three hours lecture and two 1½-hour laboratories. Alternate years.

Prerequisite: Biology 100 and 109, or permission

ENVIRONMENTAL STUDIES 216X AQUATIC ECOLOGY (1½)

226 COMPARATIVE ANIMAL PHYSIOLOGY (1½)

Simpson

A study of animal function, with examples drawn from all the major phyla. Emphasis is placed on functional adaptations to common environmental problems such as food, oxygen, water, and temperature. An independent project is expected as part of the laboratory work. Three hours lecture, one

four-hour laboratory. Alternate years.

Prerequisite: Biology 109 or 120, and any one of the following: 100, 206, 208, 241; Chemistry 7 and 8; or permission

241 CELL AND MOLECULAR BIOLOGY (1½)

Rosinski

An examination of recent work in major areas of cell biology, including membrane phenomena, cellular compartmentation, bioenergetics, metabolic regulation, and immunology. The laboratory will consist of projects using current experimental approaches and techniques. Three hours lecture and discussion and one four-hour laboratory. Alternate years.

Prerequisite: Biology 100 and Chemistry 109 (may be taken concurrently); or permission

351 SENIOR SEMINAR IN BIOLOGY

Rosinski

Papers and discussions dealing with selected current topics. Required of seniors majoring in the department; open to others by permission. One 2-hour period per week.

361, 362 INDEPENDENT STUDY IN BIOLOGY (½ or 1)

The Department

Topics or laboratory problems pursued independently by each student under supervision. Open to seniors majoring in Biology and to other qualified students with permission. Either term may be elected independently.

BIOLOGY- CHEMISTRY

BLAIR, ROSINSKI

Advisers

A student who chooses to major in Biology-Chemistry must complete six units of biology and six units of chemistry (exclusive of 115) at the 100 level or above; at least four of these 12 units must be at the 200 level or above. One of the six units in biology must be Biology 105. In addition to the 12 units, Biology 351 and Chemistry 352 are required. The student must also complete Physics 104 and Mathematical Sciences 24.

The senior comprehensive requirement will be satisfied by an examination, the form of which will be determined by consultation among the student and the advisers early in the fall of her senior year.

BUSINESS: DUAL DEGREE IN BUSINESS

MILLER

Adviser

The Dual Degree Program in business enables a student to earn an A.B. degree with a liberal arts major from Sweet Briar College and a B.S. degree in business from a cooperating institution in five years. Under this program the student attends Sweet Briar for three academic years and either the McIntire School of Commerce of the University of Virginia, or the College of Industrial Management at the Georgia Institute of Technology for two academic years to fulfill the dual degree requirements.

A student who elects the 3-2 program in business must complete a minimum of 29 units at Sweet Briar. She must satisfy the requirements for her major unless certain courses taken at the cooperating institution can be counted toward the major. These requirements include the satisfactory completion of the comprehensive requirement in the spring of her junior year.

In addition, she must complete the following courses before leaving Sweet Briar: Economics 3, 4, 27, 107, and 108; two units in finite mathematics or calculus; two units in humanities (includes art, classics, drama, English above the 100

level, foreign literature in translation and courses in a foreign language beyond the degree requirements, music, philosophy, religious studies, and speech communication); and one unit in public speaking (may be deferred and taken at the cooperating institution).

A student interested in this program should consult with Mr. Miller, pre-business adviser. In order to permit sufficient time to plan to meet the requirements of the program, early enrollment is strongly recommended.

Chemistry

BARBARA BLAIR, Chairman
Professor

JOHN R. McCLENON
Professor

SUSAN B. PIEPHO
Associate Professor

A student who elects Chemistry as her major subject must complete eleven units in chemistry, exclusive of Chemistry 2, 7, 8, 21, 22 and 115. One course in physics at the 200 or 300 level may be used in place of one course in chemistry to meet the eleven unit requirement. Chemistry 102, 109, 110, 207, 207L, 208, 208L, 351, and 352 must be included. Physics 103 and 104 and Mathematical Sciences 23 and 24 are required and are prerequisite to Chemistry 207, 208.

Students who major in Chemistry must also satisfy the senior comprehensive requirement.

Because of the necessary sequence of courses, it is strongly recommended that a student who considers majoring in Chemistry start its study in her freshman year and consult with the Department before registering for her sophomore courses. These students should elect Chemistry 21, 22 during the freshman year, if possible.

A reading knowledge of German and an introduction to the uses and applications of the computer are desirable.

Courses designated (TCC) are offered under the auspices of the Tri-College Consortium in Chemistry and taught by chemistry faculty at Randolph-Macon Woman's College (RMWC) and Lynchburg College (LC) as well as Sweet Briar College (SBC).

•7 GENERAL CHEMISTRY I

Blair, McClenon

A survey of the basis of modern chemistry through the study of specific topics. Areas of emphasis include atomic structure, bonding, nuclear energy, and the chemical elements. The laboratory introduces students to practical applications of chemical principles. Not open to students who have received credit for Chemistry 21. Three hours lecture and discussion and one three-hour laboratory.

•8 GENERAL CHEMISTRY II (1½)

Blair

A continuation of Chemistry 7. Selected topics in chemistry including chemical equilibrium, thermodynamics, and reaction kinetics. Not open to students who have received credit for Chemistry 22. Four hours lecture and discussion and one three-hour laboratory.

Prerequisite: Chemistry 7

• 21 PRINCIPLES OF CHEMISTRY I

S. Piepho

An introductory course open to students with good backgrounds in science and mathematics. Topics include those listed for Chemistry 7 but they are treated in greater depth. Students who plan to major in chemistry or a related science should elect Chemistry 21, 22 rather than Chemistry 7, 8. Not open to students who have received credit for Chemistry 7. Three hours lecture and discussion and one three-hour laboratory.

Prerequisite: open to all students by placement or permission

• 22 PRINCIPLES OF CHEMISTRY II (1½)

S. Piepho

A continuation of Chemistry 21. The topics covered run parallel to those listed for Chemistry 8 but are presented in greater depth. Not open to students who have received credit for Chemistry 8. Four hours lecture and discussion and one three-hour laboratory.

Prerequisite: Chemistry 21

102 ANALYTICAL CHEMISTRY

McClenon

A study of theoretical and practical aspects of modern chemical separations and

analysis. Laboratory work will include both classical and instrumental techniques.

Three hours lecture and one three-hour laboratory.

Prerequisite: Chemistry 8 or 22

[105Y RADIOCHEMISTRY (TCC)]

Summerlin (LC)

A study of the fundamentals of radiochemistry. Topics to be covered include nuclear structure, radioactive decay laws, interaction of radiation with matter, types of detectors, radioactive dating techniques, and radioisotope applications. An integrated lab-lecture approach will be followed.

Prerequisite: Chemistry 8 or 22

•109, 110 ORGANIC CHEMISTRY (1½)

McClenon

A study of the chief classes of carbon compounds including their syntheses and the mechanisms of their reactions. Laboratory work includes the techniques of separation, purification, and synthesis of organic compounds. The use of the chemical literature and spectroscopic methods is also covered. Four hours lecture and one three-hour laboratory.

Prerequisite: Chemistry 8 or 22

•115 CHEMISTRY IN ACTION (TCC) (½)

The Department

A field course with pre- and post-trip conferences and readings. Industrial, medical, and hospital laboratories and nuclear facilities may be included. One long and two local trips are planned. One long and two short papers are required. Open for audit as well as credit. This course may be taken only on a Pass/Fail basis.

Pre- or co-requisite: Chemistry 2, 7, or 21

207, 208 PHYSICAL CHEMISTRY

S. Piepho

A study of the principles, generalizations, and theories of chemistry including thermodynamics, chemical equilibrium, kinetics, and atomic and molecular structure. Four hours lecture.

Prerequisite: Chemistry 102, Mathematical Sciences 23 and 24, and Physics 103 and 104. Pre- or co-requisite: Chemistry 109 or permission

207L, 208L PHYSICAL CHEMISTRY LABORATORY (½)

S. Piepho

Experiments in physical chemistry including experiments in thermodynamics, chemical equilibrium, kinetics, and computer usage. One three-hour laboratory.

Pre- or co-requisite: Chemistry 207, 208

210W MICROPROCESSOR PROGRAMMING AND APPLICATIONS

McClenon

The applications of microprocessors to scientific problems. This course includes digital logic, machine-language programming, and the control of instruments by computer. Two hours lecture and one three-hour laboratory.

Prerequisite: Mathematical Sciences 206 or 236 or permission

221 BIOCHEMISTRY

Blair

A study of the structures of biological molecules; the relation between structure and function; biochemical genetics; and the regulation and integration of metabolism. Four hours lecture.

Prerequisite: Chemistry 109

221L BIOCHEMISTRY LABORATORY (½)

Blair

Characterization of biochemical compounds and the experimental study of enzymatic reactions. One three-hour laboratory.

Pre- or co-requisite: Chemistry 221

232 TOPICS IN BIOCHEMISTRY

Blair

A study of selected topics of current interest such as antibody structure; brain chemistry; photosynthesis; and specialized areas of metabolism. Three hours lecture.

Prerequisite: Chemistry 221 or permission

261, 262 SPECIAL STUDY (½ or 1)

The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission

308W ADVANCED INORGANIC CHEMISTRY

S. Piepho

A theoretical approach to the study of the chemical elements and molecular structure. Modern concepts of chemical bonding, reaction mechanisms, and structure will be emphasized.

Prerequisite: Chemistry 208 or permission

309 ADVANCED ORGANIC CHEMISTRY

McClenon

A theoretical study of selected topics of current research in both synthesis and mechanisms of reactions. Three hours lecture. Given when desired by a sufficient number of students.

Prerequisite: Chemistry 208 or permission

314 INSTRUMENTAL ANALYSIS

McClenon

The theoretical and practical aspects of the analysis of pure substances and mixtures by instrumental techniques. Topics covered include spectroscopy, electrochemical methods, and differential scanning calorimetry. Two hours lecture and one three-hour laboratory. Alternate years.

Pre- or co-requisite: Chemistry 208

351, 352 SENIOR SEMINAR IN CHEMISTRY

(½, ½)

The Department

Special topics in chemistry to be pursued individually and presented to the group for discussion. Required of senior majors. Open to other qualified students in the department by permission.

Hour tba

361, 362 INDEPENDENT STUDY IN CHEMISTRY (½ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Chemistry 102, 110 and permission

BIOLOGY-CHEMISTRY

See page 35.

Classical Studies

KENNETH T. WRIGHT, JR., Chairman
Professor

REYNOLD BURROWS
Professor

The Department of Classical Studies seeks to provide any student with a knowledge of those Greek and Latin authors who stand in undiminished stature against the rivals of two thousand years, to keep alive the classical past and its relevance to modern problems, and to put before today's student an awareness and understanding of the Graeco-Roman roots of our own civilization — its language, thought, and institutions. The basis for studying the Classics is an accurate knowledge of one, preferably both, of the classical languages, which alone gives real access to the ancient world. Without neglecting the history and culture of the ancient world or forgetting the fascination, transmission, and vitality of the classical heritage, the Department concentrates on a limited number of great authors who addressed themselves to thoughts, ideas, and issues which are as vital to the twentieth century as they were to the civilizations of Greece and Rome and whose texts have been the inspiration of every worthwhile European mind.

A student who majors in classical studies may regard her major as a valuable component of a liberal education, as a foundation for graduate work in comparative literature, in various fields of language, in particular areas of history, in the broad discipline of classics itself, and, with additional course work, in classical archaeology, and as background for careers in broadly diversified careers in the professions, business, and public service. Classical studies as a major has particular relevance as a preparation for careers in teaching, law, writing, and the church, where an understanding of man's behavior in the light of his traditions and influences is required. There is a shortage of qualified candidates to meet the new demand for Latin teachers, and a major with the proper choice of courses early in her college career can also meet the certification requirements for teaching Latin in the secondary schools of the State of Virginia and in many other

states. Majors contemplating graduate study are reminded that command of both classical languages is necessary and it is recommended that they begin the study of Greek at the earliest opportunity.

The Department offers three separate majors: Greek, Latin, and Classical Civilization.

The major in Greek consists of eight units in the Department, of which six must be in Greek language courses, exclusive of Greek 1-2. In addition, two units in ancient history are required.

The major in Latin consists of ten units in the Department, of which eight must be in Latin language courses, exclusive of Latin 1-2. In addition, two units in ancient history are required.

The major in Classical Civilization is designed for students who desire a broad familiarity with the classical world and of the ancient cultural traditions which underlie Western civilization, but who do not wish to concentrate so heavily on the study of the ancient languages themselves. The nucleus of this major consists of two units of study beyond the elementary level in either classical language and a minimum of ten units in English translation, including Classics 113 or 114, 116, 221 and 222, 351 or 352, History 101 and 102, and three additional courses in ancient art, classical civilization, ancient philosophy, or, when their content is appropriate, advanced courses (those numbered 200 or higher) in English, European Civilization, and religion approved by the Department. Two courses in the ancient languages above the intermediate level (35, 36) may be counted toward the major. This major does *not* provide adequate preparation for graduate study in classics unless supplemented by additional work in both Greek and Latin. Nor is it suitable for students who may be contemplating a professional career as teachers of Latin or Greek, e.g., in high school, as the language work is insufficient for this purpose.

In the last term of the senior year all students majoring in the Department will be required to satisfy the comprehensive requirement by demonstrating proficiency in an ancient language or languages, a knowledge of the major classical authors in their literary and historical contexts, and of the culture and history of the ancient world. A student majoring in classical

civilization will be required to demonstrate a reading knowledge of Latin or Greek to the level of Latin 36 or Greek 36. The precise nature of the exercise will be determined in the fall term of the senior year by the Department in consultation with the students.

To assist her in preparing for the comprehensive exercise, during the course of the junior and senior years a major will be required to cover a reading list in English translation of important works not read in courses normally offered by the Department.

In order to increase the diversity of courses available to students, by agreement between the two departments, a student in the Department of Classical Studies at Sweet Briar may elect, with departmental approval, certain courses in areas or authors offered by the Classics Department at Randolph-Macon Woman's College.

GREEK

•1-2 ELEMENTARY GREEK

Burrows

The essentials of classical Greek grammar and syntax necessary for a foundation in reading the ancient authors, with written exercises and translation. Selected prose is read in the spring term.

•35, 36 INTERMEDIATE GREEK

Burrows

Readings in selected Greek authors, supplemented by a review of basic grammar and syntax, with emphasis on developing the student's proficiency in accurate reading and critical analysis of literary texts.

Prerequisite: Greek 1-2 or two units of Greek at entrance

121 GREEK HISTORIANS

Burrows

Readings in the major Greek historians with particular attention to content, literary and historical technique, and historical perspective.

Prerequisite: Greek 35, 36 or the equivalent, or permission

122 PLATO

Burrows

Selected readings from the dialogues of Plato; lectures and discussion on Platonic thought and style.

Prerequisite: Greek 35, 36 or the equivalent, or permission

[221 GREEK EPIC]

Burrows

Language, style, and content of the Homeric epic, with readings in the *Iliad* and *Odyssey*.

Prerequisite: Greek 35, 36 or the equivalent, or permission

[222 GREEK DRAMA]

Burrows

One or two plays studied in detail, with special attention to their relevant cultural contexts, poetic and dramatic structure, use of mythical material, and treatment of character.

Prerequisite: Greek 35, 36 or the equivalent, or permission

261, 262 SPECIAL STUDIES IN GREEK

The Department

Selected topics pursued by individual students under supervision of a member of the department. The content of the course will vary according to the interests and needs of the students. Either term may be elected independently.

Prerequisite: permission

LATIN

•1-2 ELEMENTARY LATIN

Wright

An introduction to the essentials of the Latin language with emphasis on developing facility in reading Latin literature. Written exercises and translation. Selected prose is read in the spring term.

•35, 36 INTERMEDIATE LATIN

Fall Term: Wright

Spring Term: Burrows

Fall term: review of forms and basic Latin syntax with emphasis on recognizing language structure and patterns, accompanied by selected readings from Roman authors. Spring term: readings from Vergil's *Aeneid*, Books 1-6.

Prerequisite: Latin 1-2 or two or three units of Latin at entrance

[121 ROMAN HISTORICAL WRITING]

Wright

Readings from the Roman historians, with particular emphasis on Livy.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

[126 LATIN POETRY]

Wright

Selected readings from the *Odes* of Horace; the lyric poetry of Catullus; the elegists Tibullus, Propertius, and Ovid. Consideration of the more common verse forms used in Latin poetry. The topic varies from year to year.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

[223 CICERO]

Burrows

Readings in the philosophical treatises of Cicero with emphasis on ethical and political thought as well as literary style.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

[224 VERGIL]

Wright

Selected books of the *Aeneid*, with particular attention to books 7-12. Informal lectures and class discussions will deal with thematic, literary, stylistic, and structural issues. Background reading on literary appraisal of the poem, its historical context, and problems of its interpretation.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

226 LUCRETIOUS

Burrows

Reading of selections from *De Rerum Natura*, with emphasis on the philosophic and literary features of the poem.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

227 ROMAN COMEDY

Wright

A study of representative plays of Plautus and Terence in relation to contemporary Roman culture and the comic tradition.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

[231 ROMAN SATIRE]

Burrows

An introduction to Rome's unique literary genre, with close reading of selected works of Horace, Persius, and Juvenal, supplemented by discussion of the origins, definitions, and history of satire.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

[232 TACITUS]

Wright

Tacitus' approach to history as revealed by those portions of his works (with emphasis on the *Annals*) which illustrate such topics as his view of the nature and effects of imperial autocracy and of the value, influence, and shortcomings of Roman civilization; close analysis of those qualities of his style that make him unique among Latin prose writers.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

261, 262 SPECIAL STUDIES IN LATIN

The Department

Selected topics pursued by individual students under supervision of a member of the department. The content of the course will vary according to the interests and needs of the students. Either term may be elected independently.

Prerequisite: Permission

Hour tba

CLASSICAL CIVILIZATION

The following courses do not require a knowledge of the Greek and Latin languages.

•9 CLASSICAL MYTHOLOGY

Wright

Generally, a study of the role of myth in society. Particularly, an exploration of the more important myths of the ancient Near East and Greece by way of their dominant themes and by means of the major theories of interpretation. The multifunctional nature of the myths as reflections of the self-understanding and basic concerns of the societies that produced and preserved them and as lived experiences related to practical life will be examined through an analysis of their plots, structures, and images.

•12 THE ARCHAEOLOGY OF GREECE: AN INTRODUCTION

Wright

An introductory course in the archaeology of Greece and the Aegean region from the Bronze Age Minoan and Mycenaean civilizations to the Hellenistic Age. Emphasis on the remains and monuments (structures, art objects, and objects of everyday use) at major sites, the techniques used to recover, interpret, and reconstruct them, and the contributions of archaeological discovery to the study and growth of Greek culture and the beginnings of our Western cultural heritage. Illustrated lectures and discussion.

•113, 114 GREEK LITERATURE IN TRANSLATION

Burrows

Reading, analysis, and discussion of the major pieces of ancient Greek literature of the preclassical and classical periods from Homer to Aristotle. Fall term: Homer's *Iliad* and *Odyssey*, the lyric poets, Aeschylus, Sophocles, Euripides, and Aristophanes. Spring term: Herodotus, Thucydides, Plato, and Aristotle. Either term may be elected independently.

•116 LATIN LITERATURE IN TRANSLATION

Wright

A survey of major works of Latin literature from the Early Republic to the second century AD, exploring the varying aims and achievements of a diversity of authors such

as Plautus, Terence, Cicero, Catullus, Lucretius, Vergil, Horace, Livy, Petronius, Seneca, Persius, Juvenal, and Tacitus and setting each writer and his work against the particular background of the society in which it was written.

[•118 WOMEN IN GREECE AND ROME]

Wright

The role and status of women in ancient society from the Greek Bronze Age through the first century of the Roman Empire, as presented in primary literary, historical, medical, legal, and religious documents; consideration of relevant archaeological evidence. Alternate years.

221 ATHENS IN THE AGE OF PERICLES

Burrows

A study of the history, literature, social and cultural values, art, and religion of Athens in the mid-fifth century BC.

222 ROME IN THE AGE OF AUGUSTUS

Burrows

An investigation of the political, social, moral, and artistic life of Rome from 31 BC to AD 14, with a detailed investigation of the phenomenon known as the Principate. Selections from primary sources, literary and epigraphical, with supplementary study assignments to achieve an integrated view of the period.

[351 or 352 SEMINAR]

The Department

Study of topics not ordinarily covered by current course offerings. May include any area of classical civilization or of classical influence on later civilization. Topics will be selected to satisfy students' special areas of interest or need. Open to seniors majoring in the Department and to other qualified students with permission.

DANCE

See Theatre Arts p. 19.

See Physical Education p. 69.

Education

BYRD STONE, Chairman
Associate Professor

Students who are interested in preparing to teach in early-childhood, elementary, and secondary schools are urged to consult a member of the Department during the freshman year in order to elect a proper sequence of courses to qualify for a teaching certificate.

Students who successfully complete the approved program of studies provided by the Department in compliance with standards that have been approved by the Virginia State Department of Education, are qualified for certification in states party to the Interstate Certification Compact. A brochure describing this program is available from the Department. To gain admission to the program, a student must make written application, using forms which may be obtained from a member of the Department. Many courses that are offered may be elected by students who wish to study education only as a cultural institution and not as preparation for teaching.

7 TEACHING HEALTH IN THE ELEMENTARY SCHOOL

Insight into various aspects of teaching health at the elementary level. It will include course content for grade levels, developing units, lesson plans, and sources of materials to be used in teaching. Alternate years.

Prerequisite: Permission

[•11 HEALTH DYNAMICS]

The course is designed to promote and develop health knowledge, attitudes, and skills useful in adult life. The major health topics covered will include mental health, drugs, diet and fitness, human sexuality, and consumerism.

104 AMERICAN HIGHER EDUCATION — A HISTORY OF IDEAS

Bloy

A study of the intellectual and institutional development of American Higher Education from colonial times to the present, with special emphasis on current educational issues, particularly in the

women's college. Occasional lectures and discussions by members of the Sweet Briar Board of Overseers, administration, and faculty.

May be counted for credit in the Department of Religion by arrangement with the instructor.

•110 INTRODUCTION TO EDUCATION

A survey course that will introduce the student to the basic theories and ideas associated with education and teaching. Emphasis will be placed on what teaching is, what to teach, student/teacher interactions, teaching methods, planning, tests and measurements, discipline, historical perspectives, and current problems in education. Observation of actual teaching situations will be included. Alternate years.

203 EDUCATIONAL PSYCHOLOGY

The psychological basis of modern educational theory and practice.

205 PRINCIPLES OF EDUCATION

A survey of the purposes, organization, and practices of American education with some emphasis on comparative education.

Prerequisite: Permission

207 or •208 THE PRE-SCHOOL CHILD: THEORY AND PRACTICE **Stone**

An introductory study of the growth and behavior of the young child. Four hours of observation and teaching and one hour of lecture and discussion.

Prerequisite: Permission

209 TEACHING READING AND CHILDREN'S LITERATURE

Stone

Principles, techniques, and materials used in teaching reading skills and children's literature in elementary schools.

[210 CONTEMPORARY PROBLEMS IN EDUCATION]

The historical and philosophical background of modern educational problems; the role of education in relation to society. Alternate years.

300 ELEMENTARY SCHOOL METHODS **Stone**

Curriculum, principles, and methods of the elementary school, kindergarten through grade 7. A study of teaching objectives and classroom procedures. A project in correlation with Education 304 is required.

Prerequisite: Permission. May be taken only while enrolled in Education 304.

302 SECONDARY SCHOOL METHODS

The organization of instruction and the selection of appropriate classroom teaching aids. A project in correlation with Education 306 is required.

Prerequisite: Permission. May be taken only while enrolled in Education 306.

304 STUDENT TEACHING IN THE ELEMENTARY SCHOOL (2)

Stone

Observation, supervised practice teaching, and participation in school activities for a minimum of 15 hours a week (totaling at least 130 clock hours) at the elementary school level. Required for certification.

Prerequisite: Permission

306 STUDENT TEACHING IN THE SECONDARY SCHOOL (2)

Observation, supervised practice teaching, and participation in school activities for a minimum of 12 hours a week (totaling 130 clock hours) at the secondary school level. Required for certification.

Prerequisite: Permission

309 or 310 ADVANCED NURSERY SCHOOL AND KINDERGARTEN PRACTICE

Stone

Six hours of teaching nursery school and kindergarten with an independent project involving the pupils.

Prerequisite: Education 207 or 208 and permission

312 THE DIAGNOSTIC TEACHING OF READING

Stone and visiting lecturers

The theory and techniques of diagnosing reading difficulties in elementary school children and providing instruction to fit their individual needs. Two hours lecture and discussion, two hours tutoring in area

schools per week. Students taking this course should have a car available.

Prerequisite: Education 209 and permission

313, 314 STUDENT TEACHING IN ART (1½, ½) **Stone, Oliver**

Observation and supervised practice teaching in the field of art at the elementary level for a minimum of 30 clock hours.

Prerequisite: Art Studio 1 or 10 and 1 unit in education and permission

361, 362 INDEPENDENT STUDY IN EDUCATION (½ or 1)

The Department

Special topics in education pursued by individual students under supervision.

Open, with permission of the Department, to juniors or seniors. Either term may be elected independently.

ENGINEERING: PRE-ENGINEERING STUDIES

LENZ

Adviser

The student who plans to enter the dual-degree program in Engineering or Computer Science should elect the Pre-Engineering major. The first three years or 29 units are completed at Sweet Briar, where the student receives a broad liberal arts education and meets the requirements for the technical program. The remainder of the program (usually two years) is completed at one of the several affiliated institutions. Grades and credits will be transferred to Sweet Briar so that the student can satisfy the requirements for graduation and graduate with her class from Sweet Briar.

Any student considering the Pre-Engineering major should consult the adviser as early as possible to plan her three-year program and obtain a list of the required courses. In her freshman year, she should elect Mathematical Sciences 23, 24 and two units of a laboratory science.

The comprehensive requirement will be completed during the third year at Sweet Briar and will be determined by consultation among the student, the adviser and a representative of the department of primary interest.

English

ROSS H. DABNEY, Chairman
Professor

RALPH AIKEN
Professor

FONTAINE MAURY BELFORD*
Professor

RICHARD C. ROWLAND**
Professor, Emeritus

LEE PIEPHO¹
Associate Professor

JOHN E. SAVARESE³
Associate Professor

WILLIAM E. SMART, JR.
Associate Professor

KARL TAMBURR
Associate Professor

ELIZABETH R. BAER***
Assistant Professor

CHERYL MARES
Assistant Professor

CORNELIUS R. EADY
Writer-in-Residence

HARRIET POLLACK
Visiting Lecturer

The Department offers majors in English and in English and Creative Writing.

A student who elects English as her major subject must complete at least eight units within the Department. The work of the major must include at least three units from the following courses: 213, 217, 219, 223, 225, 226, 237, 238, 240, Theatre Arts 283; at least two units from the following courses: 241, 242, 267, 268, 273, 274, Theatre Arts 284; and at least two units from the following courses: 279, 280, 293, 294, 297, 298. English 229, 230, 231, and 232, as well as winter-term courses, may satisfy these requirements when their material is appropriate. History 107, 108, History of Modern Britain, is strongly recommended as an elective.

*Part-time: Dean of the College

**Part-Time

***Part-time: Assistant Dean of the College

¹On leave for the year 1982-1983

³On leave winter and spring terms

No course below the 100-level may be counted toward the majors in English or in English and Creative Writing.

In the last term of her senior year the student majoring in English must complete a comprehensive exercise that demonstrates a knowledge of the major periods of English and American literature. The exact form that the exercise will take will be determined in the fall of the senior year by the Department in consultation with the students. If a senior thesis is elected to fulfill this requirement, it must draw upon materials from at least three literary periods and it must be completed by the date of the comprehensive examination. No academic credit will be given for this thesis.

English 101, 102, or the equivalent, is a prerequisite to the major in English and Creative Writing, and should be taken no later than the sophomore year. A student who elects English and Creative Writing as her major subject must complete at least four additional units in writing, including 361, 362 in the senior year, and six units in literature. The work of the major must include at least two units from the following courses: 213, 217, 219, 223, 225, 226, 237, 238, 240, Theatre Arts 283; at least two units from the following courses: 241, 242, 267, 268, 273, 274, Theatre Arts 284; and at least two units from the following courses: 279, 280, 293, 294, 297, 298. English 229, 230, 231, and 232, as well as winter term courses, may satisfy these requirements when their material is appropriate.

In the last term of her senior year the student majoring in English and Creative Writing must present a major piece of writing and she must complete a comprehensive exercise that demonstrates a knowledge of the major periods of English and American literature. The exact form that the exercise will take will be determined in the fall of the senior year by the Department in consultation with the students. If a senior thesis is elected to fulfill this requirement, it must show a knowledge of the tradition of the genre in which the student writes. No academic credit will be given for it, and both the thesis and the piece of writing must be completed by the date of the comprehensive examination.

The majors in American Studies are described on p.27. The majors in Theatre

English 1, Thought and Expression, is required of all freshmen except those who are exempted or advanced. A student who fails English 1 may be required to take Composition in the winter term.

•1 THOUGHT AND EXPRESSION
The Department

The study of prose, poetry, and drama as a basis for training in writing.

•4 CHAUCER, SHAKESPEARE, AND MILTON
Tamburr

A study of selected works by these three writers.

•6 INTRODUCTION TO CREATIVE WRITING
Smart

The study and writing of autobiography and short fiction.

Prerequisite: Permission

•8 WOMEN AND LITERATURE
Aiken

A study of women characters and women writers in English, American, and foreign literature.

•16 AMERICAN FICTION
Mares

Classic writers (such as Poe, Hawthorne, Twain, James, Wharton, and Fitzgerald) considered as novelists, short-story writers, or both.

[•20 RUSSIAN LITERATURE IN TRANSLATION]

A reading of significant works — drama, fiction, and autobiography — of the nineteenth and twentieth centuries, by such writers as Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and Solzhenitzyn.

•24 LITERATURE OF CHILDHOOD
Dabney

A study of the image of the child in both adult and children's works by such writers as Blake, Dickens, Carroll, James, and McCullers.

[•26 WORLD FICTION SINCE 1945]
Plepho

A reading of significant American and foreign fiction since World War II, by such writers as Borges, Camus, Solzhenitzyn, and Fowles. Foreign works will be read in translation.

[•28 ADVANCED COMPOSITION]

The study and writing of expository prose.
Admission by permission.

103, 104 MAJOR BRITISH WRITERS

Fall Term: Aiken

Spring Term: Tamburr

A study of important works of major writers. Fall term: Chaucer, Shakespeare, Milton, and a selection from the lyric poets. Spring term: Swift, Pope, Fielding, Wordsworth, Keats, Dickens, Yeats, and Joyce. Either term may be elected independently. Freshmen admitted by permission.

106 CHINESE AND JAPANESE LITERATURE IN TRANSLATION
Rowland

A reading of works representative of the Chinese and Japanese literary traditions. Freshmen admitted by permission.

•161, 162 SPECIAL STUDY (½ or 1)
The Department

Topics in literature or writing pursued by individual students under supervision. Either term may be elected independently.

Open with permission of the Department to specially qualified sophomores and spring-term freshmen.

177, 178 MAJOR AMERICAN WRITERS

Fall Term: Pollack

Spring Term: Mares

The development of the literature of the United States, with detailed consideration of some of the major writers of the nineteenth and twentieth centuries. Fall term: The beginnings to 1880. Spring term: 1880 to the present. Either term may be elected independently. Freshmen admitted by permission.

213 STUDIES IN MEDIEVAL LITERATURE
Tamburr

The study of selected medieval works both in the original and in translation. Alternate years.

Sophomores admitted by permission.

217Y HISTORY OF THE ENGLISH LANGUAGE Tamburr

A study of the continuing development of English words, grammar, and syntax, including sources of vocabulary and changes of form, sound, and meaning. Alternate years.

Sophomores admitted by permission.

[219 CHAUCER] Tamburr

A reading of Chaucer's major works. Alternate years.

Sophomores admitted by permission.

223 ENGLISH DRAMA Aiken

A study of the major works of English drama from the beginnings to 1642, excluding Shakespeare. Alternate years.

Sophomores admitted by permission.

225 SHAKESPEARE: TWELVE PLAYS Rowland

A reading of twelve plays chosen from the various forms of drama and periods of Shakespeare's career, excluding those to be studied in English 226.

Sophomores admitted by permission.

226 SHAKESPEARE: SIX PLAYS Dabney

A reading of *Richard II*, *A Midsummer Night's Dream*, *As You Like It*, *Othello*, *King Lear*, and *The Winter's Tale*.

Sophomores admitted by permission.

229, 230 STUDIES IN AMERICAN LITERATURE: I

Fall Term: Savarese

Spring Term: Baer

Fall term: The twentieth-century American short story. Spring: A study of autobiographies of American women, with exploration of the relationships between women's lives and the historical periods in which they lived. Texts will include the autobiographies of Maya Angelou, Ellen Glasgow, Maxine Hong Kingston, Margaret Mead, and others. Either term may be elected independently. Alternate years.

[231, 232 STUDIES IN AMERICAN LITERATURE: II]

Savarese

Spring term: The Mark Twain Era. A study of the major fiction, humor, and satire of Mark Twain, in comparison with works of other leading writers of his time, such as Harriet Beecher Stowe and William Dean Howells. Any term of 229, 230, 231, 232 may be elected independently. Alternate years.

Sophomores admitted by permission.

[237, 238 ENGLISH LITERATURE OF THE RENAISSANCE]

Plepho

Fall term: Sixteenth-century prose and poetry. Spring term: Seventeenth-century prose and poetry. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

240 MILTON Aiken

A reading of Milton's major works. Alternate years.

Sophomores admitted by permission.

241, 242 ENGLISH LITERATURE OF THE RESTORATION AND THE EIGHTEENTH CENTURY

Fall Term: Dabney

Spring Term: Aiken

Fall term: Drama, poetry, and prose of the Restoration and early eighteenth century, with emphasis on Restoration comedy, Dryden, Swift, and Pope. Spring Term: Drama, poetry, and prose of the latter part of the eighteenth century, with emphasis on Johnson and the novel. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[267, 268 ENGLISH LITERATURE OF THE NINETEENTH CENTURY]

Fall Term: The Department

Spring Term: Dabney

Fall term: Romantic poetry and prose, with emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Spring term: Victorian poetry and prose, with emphasis on Tennyson, Browning, and Arnold. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

273, 274 THE ENGLISH NOVEL

Mares

A chronological study of the English novel through the nineteenth century. Fall term: Defoe to the Brontes. Spring term: Dickens to James. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[279, 280 MODERN DRAMA]

Aiken

Fall term: An intensive study of plays by Ibsen, Strindberg, Chekhov, Shaw, Synge, and O'Casey. Spring term: A survey of continental, British, and American plays from World War I to the present. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

293, 294 MODERN POETRY

Rowland

A chronological study of significant American and British poets of the modern period. Fall term: Emphasis on Hopkins, Yeats, and Eliot. Spring term: A selection of contemporary poets. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[297 TWENTIETH-CENTURY AMERICAN FICTION]

Rowland

A study of significant American fiction of the twentieth century, by such writers as Wharton, Dreiser, Fitzgerald, Hemingway, Faulkner, and Bellow. Alternate years.

Sophomores admitted by permission.

[298 TWENTIETH-CENTURY BRITISH FICTION]

Aiken

A study of significant British fiction of the twentieth century, by such writers as Conrad, Forster, Woolf, Joyce, Lawrence, Golding, Burgess, and Fowles. Alternate years.

Sophomores admitted by permission.

[352 SEMINAR]

Piepho

Topical studies in English, American, and foreign literature.

Open to seniors majoring in English and to other qualified seniors with permission of the Department.

361, 362 INDEPENDENT STUDY IN ENGLISH

(½ or 1)

The Department

Special topics in literature, writing, or drama pursued by individual students under supervision. Either term may be elected independently.

Open with permission of the Department to juniors and seniors.

WRITING

101, 102 WRITERS' WORKSHOP I

Smart

The writing of fiction, poetry, non-fiction, and drama. The work submitted will be discussed informally by the group and with the instructor in individual conference, with the aim of improving the student's ability to write effectively.

Prerequisite: Permission

161, 162 SPECIAL STUDY.

(See English 161, 162.)

207, 208 WRITERS' WORKSHOP II

Eady

A continuation of Writers' Workshop I.

Prerequisite: English 101, 102 and permission.

361, 362 INDEPENDENT STUDY IN ENGLISH.

(See English 361, 362.)

ENVIRONMENTAL STUDIES

Acting Program Director

GARY C. SMITH

Visiting Associate Professor

LANGLEY WOOD¹

Professor

The coordinate program in Environmental Studies enables a student majoring in any discipline to coordinate her major with a study of environmental problems and issues. In addition to the core course, Environment 1, she will enroll in other environmental studies courses or environmentally oriented courses. For the Independent Study requirement, usually to be completed during her junior year, she will carry out a project relating her major studies to some aspect of the environment. The coordinate program must be approved in advance and evaluated jointly by the student's major adviser and by the Director of Environmental Studies.

•1 THE ENVIRONMENT: WHAT ARE OUR CHOICES?

Smith

An introduction to the problems of man's relation to his environment, including historical, ethical, and aesthetic, as well as political, scientific, and economic perspectives.

Open to all classes.

[•2 APPROACHES TO ENVIRONMENTAL POLICY]

Wood

Field and laboratory experiences leading to an understanding of environmental policy formation. Special attention will be given to local environmental questions.

Prerequisite: Environment 1 and permission

BIOLOGY 115 GENERAL ECOLOGY

[PHYSICS 8 ENERGY]

216X AQUATIC ECOLOGY (1½)

Smith

Introduction to the ecology of aquatic systems, with emphasis on biotic communities, population dynamics, productivity and energy flow, especially as these processes are illuminated by local freshwater habitats. Emphasis in this course will be on fish populations, fisheries management, and the use and pollution of water. Three hours lecture and 3½ hours field or laboratory study.

Prerequisite: Any biology course at or above the 100 level plus one course in any one of three disciplines: chemistry, earth science, or physics; or permission.

[226 RENEWABLE RESOURCE MANAGEMENT (1½)]

Smith

Introduction to management of renewable resources of water, soils, wildlife, forests, and parks. Laboratory will consist of field trips to agricultural experiment stations, game farms, and national parks to observe management strategies in action. Students will prepare management plans for above resources in conjunction with state or federal agencies.

Prerequisite: A science course at or above the 100 level, or permission of instructor

261, 262 SPECIAL STUDY (½ or 1)

Smith

Special topics pursued by individual students under supervision of environmental studies faculty or the Director or both.

Prerequisite: Permission

351, 352 SENIOR SEMINAR

Smith and cooperating faculty

Reading and discussion of topics of special interest linking cooperating major programs and environmental studies. Required of all students in the coordinate program; open to other seniors by permission.

¹On leave for the year 1982-83

361, 362 INDEPENDENT STUDY (½ or 1)

Smith, major advisers

Special topics investigated by individual students under the supervision of the departmental adviser and the Director of Environmental Studies. Required of all students in the coordinate program.

Prerequisite: Permission of the departmental adviser and the Director of Environmental Studies

EUROPEAN CIVILIZATION

Program Director
ARMSTRONG

The European Civilization program can be coordinated with work in any discipline. It is intended to lead to a broader understanding of the nature and development through the ages of civilization in Europe and to help the student acquire the necessary abilities for further independent analysis of that civilization and the cultures composing it. For some majors, particularly those in the humanities, it will provide a useful focus. For all students, it offers training in clear thinking, writing, and speaking. In addition, the program offers opportunities for work in a number of disciplines in the humanities.

European Civilization 17 and 18 are broad introductions to crucial periods in the development of civilization in Europe. Students intending to pursue the program should take these courses as freshmen or sophomores. In addition, they should begin work in one or more of the humanities early in their career at Sweet Briar. The colloquia, which vary from year to year, are the culminating experiences of the program. They are open to juniors and seniors in the program and to other students by permission. Each colloquium examines an aspect of civilization in Europe from the standpoint of two or more disciplines in the humanities.

A certificate is awarded to the student upon successful completion of the program. A detailed description of requirements in the program is available from the director.

•17 FOCUS ON THE PAST: THE RENAISSANCE

Berg, Kent, Laing

An introduction to European Civilization through the period which opens the door to the modern world. Emphasis on the origins and many facets of this period and on the approaches to it by various disciplines.

•18 FOCUS ON THE PAST: ORIGINS OF THE CONTEMPORARY AGE

Berg, Richards, G.J. Van Treese

An introduction to European Civilization through the period in which we live. Similar emphasis to European Civilization 17.

341 CHRISTIAN MONASTICISM

Armstrong, Wright

An historical study and critical assessment of the origins and development of the monastic orders in their Christian forms from the Egyptian desert fathers in the third century AD to the present, with particular attention to monastic life and spirituality, liturgical worship, educational and literary work, and achievements in art and architecture.

FRENCH

See page 55.

GERMAN

See page 58, 59.

GOVERNMENT

See page 84.

HISTORY

See page 86.

ITALIAN

See page 59.

JAPANESE

See page 62.

MANAGEMENT

LYONS

Program Director

The program in management is a coordinate program which can be elected by students majoring in any Department of the College. The purpose of the program is to broaden the liberal arts student's background and provide her with the fundamental tools, skills, and understanding of the management process that will serve as the foundation for a wide range of career opportunities in business and industry as well as government and other non-profit organizations. Students electing the program are required to complete 8 units, of which 5 units are in the core courses in management — Economics 4, Introductory Economics (Microeconomics); Economics 27, Introduction to Accounting; Economics 111, Introduction to Business; Economics 230, Fundamentals of Management; and a Winter Term Internship in Business. In addition to the core courses, students are required to complete 3 units in the supporting courses — Mathematical Sciences 9, BASIC Programming; Economics 180, Management Science, or Mathematical Sciences 10, Statistics of Inference; and Psychology 4, General Psychology. Additional elective courses are available and can be included in a student's program after consultation with the student's major adviser and the director of the program. A certificate is awarded to the student upon successful completion of the program.

Mathematical Sciences

JOHN P. DAUGHTRY, JR., Chairman
Associate Professor

JUDITH M. ELKINS
Professor

ROBERT L. CHASE*
Associate Professor

KAREN PARSHALL
Assistant Professor

BRIAN J. SHELBURNE
Assistant Professor

The Department offers two options for the major: Mathematics and Mathematics-Computer Science.

A student who elects Mathematics as her major subject must complete Mathematical Sciences 23, 24, 80, 115, 116, 207, 221, and four additional units numbered 200 or above. The senior comprehensive requirement will ordinarily be satisfactory performance on an examination covering Mathematical Sciences 23, 24, 115, 116, 207, and 221. Students whose grades in these six courses average 3.4 or higher may elect to complete an alternative project, subject to Departmental approval.

A student who elects Mathematics-Computer Science as her major subject must complete Mathematical Sciences 23, 24, 80, 115, 116, 191, 236, 238, and two additional units numbered 200 or above. (Chemistry 210 may be counted as a 200-level Mathematical Sciences course for satisfying this requirement.) She must also complete a unit of statistics chosen from Mathematical Sciences 10 or 204 or Psychology 119. Mathematical Sciences 204 may be counted as a 200-level Mathematical Sciences course, even if it is used to satisfy the statistics requirement. The senior comprehensive requirement will be satisfactory performance on an examination covering Mathematical Sciences 23, 24, 115, and 116 and completion of a computer science project approved by the Department.

All students with a major in Mathematics

*Part-time: Director of Academic Computing

or a combination major including Mathematics should consult the Department Chairman by October 15 of the senior year for details of the comprehensive requirement.

•6 INTRODUCTON TO ELEMENTARY AND TRANSCENDENTAL FUNCTIONS
Parshall

A study of the polynomial, absolute value, logarithmic, exponential, and trigonometric functions and their graphs.

Prerequisite: Three entrance units or permission. Not open to students who have had Mathematical Sciences 21.

•9 BASIC PROGRAMMING
The Department

First course in computers and programming using the language BASIC. Flowcharts, programming techniques, and applications; survey of current uses of computers. The course is designed for students not planning to major in mathematics. May not be taken by students who have credit for Mathematical Sciences 80. May not be taken concurrently with Mathematical Sciences 80.

Prerequisite: Three units of high school mathematics

•10 STATISTICS OF INFERENCE
Daughtry

Binomial, normal, and chi-square distributions; sampling and hypothesis testing; linear regression; and correlation coefficient. Applications to the behavioral, social, and life sciences.

Prerequisite: Three units of high school mathematics

•21, 21W PRECALCULUS AND DIFFERENTIATION
Parshall

The study of elementary functions followed by an introduction to differential calculus. This sequence prepares the student for Mathematical Sciences 24 and is recommended for those students whose background does not include the trigonometric and logarithmic functions.

Prerequisite: Three entrance units. Not open to students who have had Mathematical Sciences 6.

•23 CALCULUS I
Daughtry, Shelburne

Elements of plane analytic geometry. Basic properties and differentiation of elementary functions: polynomial, trigonometric, exponential, and logarithmic functions. Applications to maxima and minima.

Prerequisite: Mathematical Sciences 6, 21, or 3½ entrance units, including a study of the logarithmic and trigonometric functions and their graphs. Not open to students who have had Mathematical Sciences 21W.

•24 CALCULUS II
Elkins, Parshall

Integration of elementary functions. Sequences and series. Applications to area, volume, and scientific problems.

Prerequisite: Mathematical Sciences 23 or 21W

•80W or 80Y FORTRAN PROGRAMMING
Chase, Elkins

An introduction to computer programming and the use of a timeshare computer system. Students will write several programs in FORTRAN.

Prerequisite: One of the following: Mathematical Sciences 9, 23, or permission.

90 COMPUTERS IN BUSINESS
Chase

Focus on the management-computing interface. The techniques, skills, and data needed in information systems management, as well as implementation of information processing techniques will be studied. Includes at least one major programming project using a team approach.

Prerequisite: Mathematical Sciences 9 or 80

•115 CALCULUS III
Daughtry

Vector geometry in R^3 , functions of several variables, partial differentiation, gradients, and multiple integration.

Prerequisite: One year of calculus

•116 LINEAR ALGEBRA
Parshall

Matrices, determinants, vector spaces, and linear transformations.

Prerequisite: Mathematical Sciences 115

151 MATHEMATICS FOR ELEMENTARY TEACHERS

Elkins

This course, together with any other Mathematical Sciences course, will fulfill the mathematics requirement for certification for teaching in the elementary schools of Virginia. Alternate years.

Open to juniors and seniors.

163, 164 DIRECTED STUDIES (½ or 1)

Study of introductory level topic pursued under faculty direction. Content will vary according to needs of student. Either term may be elected independently.

Prerequisite: Permission

180 COBOL AND DATA PROCESSING

Elkins

The COBOL programming language. Algorithms for business-oriented problems and structured program design. Data-file organization and storage media.

Prerequisite: Mathematical Sciences 80 or permission

191 PROGRAMMING METHODOLOGIES

Elkins

Advanced programming techniques including iteration, recursion, searching and sorting, algorithm development, structured programming, and top-down development using Pascal or another structured programming language. Includes an introduction to data structures.

Prerequisite: Mathematical Sciences 80

[200 STATISTICS OF THE LINEAR MODEL]

Daughtry

Regression and analysis of variance. Analysis of data using statistical packages. Alternate years.

Prerequisite: Mathematical Sciences 10 or 204 or Psychology 119

203 PROBABILITY

Daughtry

Topics in probability theory which are used in statistics and in the construction of probability models: discrete and continuous distributions of several random variables, independence, expectation, variance, the Central Limit Theorem, and computer

simulation programs illustrating the theoretical concepts. Alternate years.

Prerequisite: Mathematical Sciences 115 or permission to take 203 concurrently with 115

204 STATISTICS

Daughtry

Mathematical theory and applications of statistics, including sampling distributions, statistical inference, testing of hypotheses, multiple linear regressions, and non-parametric methods. Alternate years.

Prerequisite: Mathematical Sciences 203

207 SEQUENCES AND SERIES

Shelburne

Sequences and series of real numbers and of functions. Uniform convergence and power series. Fourier series and convergence in the mean. Required for a major in Mathematics.

Prerequisite: Mathematical Sciences 116

[209 MODERN GEOMETRY]

Topics in Euclidean, projective, and non-Euclidean geometries. Alternate years.

Prerequisite: Mathematical Sciences 24

[212 ORDINARY DIFFERENTIAL EQUATIONS]

Separation of variables, exact equations, first and second order linear equations. Solutions by power series, Laplace transforms and numerical methods. Applications to the physical and biological sciences. Alternate years.

Prerequisite: Mathematical Sciences 24

214 DISCRETE STRUCTURES

Shelburne

An introduction to the algebraic and combinatorial methods used in computer science. The topics will include mathematical induction, recursive algorithms, trees, graphs, the inclusion-exclusion principle, modular arithmetic, semigroups, groups, and homomorphisms with applications to computer science. Alternate years.

Prerequisite: Mathematical Sciences 80 and 116

221 MODERN ALGEBRA

Parshall

The study of abstract algebraic structures, including groups, rings, and fields. Required for a major in Mathematics.

Prerequisite: Mathematical Sciences 116

[231 MATHEMATICAL MODELING]

Mathematical models with application to the social, life, and managerial sciences.

Linear programming and one or more topics chosen from game theory, Markov chains, queuing models, networks, and graph theory. Alternate years.

Prerequisite: Mathematical Sciences 116 and FORTRAN

236 COMPUTER SYSTEMS AND ORGANIZATION

Shelburne

Computer organization and architecture. The use of assembly language in studying addressing techniques, number representation and arithmetic, subroutine conventions and calling sequences, and basic file I/O.

Prerequisite: Mathematical Sciences 80

238 DATA AND FILE STRUCTURES

Chase

Sorting and hashing techniques, tree traversal methods, design of data structures using a graph-theoretic approach, dynamic storage allocation, and sequential and random access files.

Prerequisite: Mathematical Sciences 191

248 VECTOR ANALYSIS

Daughtry

Differentiation of vector-valued functions, including Jacobians, chain rules, implicit function theorems, and Lagrange multipliers. Line and surface integrals, including Green's, Divergence, and Stokes' Theorems. Alternate years.

Prerequisite: Mathematical Sciences 116 or permission

[258 COMPLEX ANALYSIS]

Algebra of complex numbers, analytic functions, Cauchy-Riemann equations, Cauchy's theorem, Taylor and Laurent expansions, calculus of residues. Alternate years.

Prerequisite: Mathematical Sciences 116.

261, 262 SPECIAL STUDY (½ or 1)

Contents of this course will vary according to the interests of the students and instructor. Either term may be elected independently. Offered when desired by a sufficient number of students.

Prerequisite: Permission

[266 NUMERICAL ANALYSIS]

Topics chosen from the following numerical methods: computer calculations, approximation of functions, differentiation, integration, solution of ordinary differential equations, and inversion of matrices. Alternate years.

Prerequisite: Mathematical Sciences 116 and one course in FORTRAN programming

298 INTERMEDIATE ANALYSIS

Shelburne

A careful study of the following concepts in analysis: The topology of \mathbb{R}^n , limits, continuous functions, integration and differentiation of functions. Alternate years.

Prerequisite: Mathematical Sciences 207

361, 362 INDEPENDENT STUDY IN MATHEMATICAL SCIENCES

Prerequisite: Open to advanced students by permission

MATHEMATICAL PHYSICS

DAUGHTRY, LENZ

Advisers

A student who elects Mathematical Physics as her major field must complete four units in mathematical sciences and six units in physics at the 100 level or above, exclusive of Mathematical Sciences 151 and 180, and one course in FORTRAN.

A comprehensive examination or at least one unit of Senior Seminar and completion of a suitable research project are required for the major.

Modern Languages

RONALD E. HORWEGE, Chairman
Associate Professor

MARIA Z. EMBEITA
Professor

ROBERT G. MARSHALL*
Professor

MARIE-THÉRÈSE SOMMERVILLE
Professor

GILBERTE G. VAN TREESE
Professor

GLENN J. VAN TREESE
Professor

NANCY BRADLEY-CROMEY
Associate Professor

ALIX INGBER
Assistant Professor

DOMINIQUE LEVEAU
Assistant Professor

ANTONIA M. TAYLOR
Assistant Professor

LINDA THOMAS**
Assistant Professor

Majors are offered in French, Spanish, and Modern Languages; and in German for students who 1) spend their junior year in an approved program of studies abroad, or 2) participate in an approved program of summer studies. In cooperation with other academic departments, the Department also participates in programs providing majors in French Studies, German Studies, and Italian Studies. The programs are designed to encourage the student to combine her interests in a language with other disciplines. The student considering such a program, or planning to study abroad, should consult the chairman as soon as possible to assure proper preparation.

A student who chooses one of these majors is expected to achieve a reading, writing, and speaking knowledge of the language in which she concentrates. The foreign language is used exclusively in all advanced courses and as much as possible in the others. Not more than one course

given in English may be credited toward the major. The Department recommends a residence of six weeks or more in a summer school where the exclusive use of the foreign language is required. A student who has begun the study of a language in college will still find it possible to fulfill the major requirement in the language by arranging her courses in consultation with her major professor.

The nature of the senior comprehensive exercise for all these majors will be determined in the fall of the senior year by the faculty of the Department in consultation with the students. The requirement may consist of or include demonstration of oral proficiency in the language of concentration.

A student who elects French as her major subject will present at least eleven units in French courses numbered 100 or above, including the Senior Seminar (351, 352). The student will be expected to present at least one unit in each of the three general areas of French literature designated below, and at least two units in language or culture, one of which will be on the 200 level.

A student who elects German as her major subject will present at least ten units in German courses numbered 100 or above.

A student who elects Spanish as her major subject will present at least eleven units in Spanish courses numbered 100 or above, including 123, 124, 125 and 351 or 352.

A student who elects Modern Languages as her major subject must complete fifteen units in any three languages. She may complete five units in each of three languages, including only courses normally creditable to the major in those languages, or she may complete six units in a language of principal concentration, including only courses creditable to the major in that language and at least two units in literature, in which case she must present also at least four units in courses creditable toward the major in a second language, and at least two units above the intermediate level in a third language.

Language courses designated TCC are offered under the auspices of the Tri-College Consortium and taught by faculty at Randolph-Macon Woman's College (RMWC), Lynchburg College (LC), as well as Sweet Briar College.

*Part-time: Director, Junior Year in France.

**Part-time

FRENCH STUDIES GERMAN STUDIES ITALIAN STUDIES

The student who elects one of these majors is expected to complete twelve units in courses which are normally accepted for a major in each of the cooperating departments (see below). Six of these units will be elected from courses in the foreign language and literature of concentration, four will be elected in a second area of concentration, and two will be elected in a third area.

Proper preparation for and successful completion of these majors depend upon consultation with the three advisers from the departments elected, early in the student's course of study. Admission to the program is dependent on the student's obtaining written approval from her advisers by the end of the fall term of the sophomore year. Courses prerequisite to the major in each of the three related areas must be completed by the conclusion of the sophomore year.

Students will be expected to pass a comprehensive examination or to engage in a comparable exercise to be determined in consultation with the major advisers at the beginning of the senior year.

A statement outlining requirements, prerequisites, and a recommended program of study is available from each of the advisers and from the chairman of the Department of Modern Languages.

FRENCH Language and Culture

•1, 2 BEGINNING FRENCH G.J. Van Treese,

For those students with no previous background in French. Four class periods and two laboratory periods.

•3, 4 ELEMENTARY FRENCH G.G. Van Treese

Reserved for those students who have some acquaintance with the language. Students who take this course are expected to fulfill their language requirement by completing

French 6X in the fall semester of the following year. Four class periods and two laboratory periods.

•5, 6 INTERMEDIATE FRENCH The Department

Formal study and practice in speaking, reading, writing, and understanding French. Regular laboratory attendance is required.

Prerequisite: French 1,2 (for 6: 5), or two or three units at entrance

[•6X INTERMEDIATE FRENCH]

Prerequisite: Reserved primarily for those students who have completed French 3,4 (This course will be unbracketed in 1983-84.)

•100X COURS PRATIQUE DE LANGUE The Department

Development of language skills, with emphasis on written expression. Successful completion of this course satisfies the language requirement.

Prerequisite: Placement test or permission of the Chairman

•131 [or 131Y] FRENCH CONVERSATION Sommerville

Oral self-expression based on contemporary topics.

Prerequisite: French 5,6 or the equivalent, and permission of the Chairman upon written recommendation of the student's current instructor

213 COMMERCIAL FRANCE G.J. Van Treese

The language of commerce — its vocabulary, its formulas, as a vehicle for an introduction to France as a commercial power; *the infrastructure of the French economy* — agriculture, industry, trade, transportation; *the support system* — customs, banking, the stock exchange, advertising, real estate, taxes; *the problems* — company organization, government control, employment/unemployment.

Prerequisite: Any course numbered 100 or above or permission

[217X or 217Y THÈME ET VERSION]

Thème: Translation of selected works from English into French.

Version: Translation of selected works from French into English. Both *Thème* and *Version* will be treated in each term.

Prerequisite: Any course in French numbered 100 or above

[219X or 219Y ADVANCED COMPOSITION]

Modern stylistic usage, exercises in composition. Reserved for advanced students who normally will have completed French 100X or the equivalent.

Prerequisite: Permission

[231Y LA TROISIEME REPUBLIQUE: History and Culture of Modern France from 1870 to 1940]

The establishment of democracy in France. Customs and mores of the French. French civilization as reflected in the arts.

Prerequisite: Any course in French numbered 100 or above, or permission

232 HISTORY AND CULTURE OF MODERN FRANCE FROM 1940 TO THE PRESENT G.G. Van Treese

Political evolution. Customs and mores of the French. French civilization as reflected in the arts.

Prerequisite: Any course in French numbered 100 or above, or permission

236 ADVANCED FRENCH CONVERSATION Sommerville

Oral self-expression based on the presentation of French life as it is experienced by French individuals and expressed by them in a series of free interviews.

Prerequisite: Permission

LITERATURE

[•105X] or 105Y INTRODUCTION TO LITERARY ANALYSIS

Leveau, Marshall

A study of the most characteristic aspects of French literature based on intensive reading of texts chosen from various periods and genres (poetry, drama, and novels). Student participation in discussions and practice in written and oral expression will be emphasized.

Prerequisite: French 100X or the equivalent, or permission

[150 MASTERPIECES OF FRENCH LITERATURE IN TRANSLATION]

The evolution of the modern French novel. Experiments in fiction by major French novelists based on close readings and class discussion. The readings will include works by Madame de Lafayette, Balzac, Flaubert, Zola, Proust, Gide, Sartre, and Camus. Taught in English, using texts translated into English. Majors may participate with permission of instructor, preparing papers and examinations in French.

Prerequisite: English 1, or one unit in any literature

Prerequisite for all of the following courses: French 105X or 105Y

AREA I:

Studies in the Middle Ages and the Renaissance

[222 THE MEDIEVAL HERO]

Definition and identification of hero-figures in the French epic; the ethics, actions, and influence of Roland and Charlemagne in the *Chanson de Roland* and their evolution in subsequent works. Consideration of the *baron révolté* in other epics; anti-hero, or evidence of changing values.

223Y THE ROMANCE

Bradley-Cromey

Beginnings of the European novel in twelfth century France; the cultural-literary climate leading from the early *Tristan et Iseut* to the Arthurian cycle and its major author, Chrétien de Troyes.

[224 POETRY OF THE MIDDLE AGES AND THE RENAISSANCE]

Early poetic expression in medieval France: theories of origin and development of lyric, satirical, and didactic verse from peasant May festivals to the court poet Pierre Ronsard.

[226 RABELAIS AND MONTAIGNE]

Examination of the Protean spirit of Renaissance France through the two masters of sixteenth century prose: comparisons between Rabelaisian *joie de vivre* and the more inward-looking Montaigne.

[229 FROM BAROQUE TO ROCOCO]

Study of the evolution of Baroque themes and style in literature from the late sixteenth century to the Rococo manner of the early eighteenth century. Consideration of the relation to the other arts and the political and religious background of the period.

AREA II:

Studies in Classicism and Romanticism

[251 FRENCH DRAMA FROM CORNEILLE TO BEAUMARCHAIS]

The classical form and its gradual evolution to the *drame*.

[252 THE NOVEL FROM LA PRINCESSE DE CLÈVES TO ADOLPHE]

The evolution and crisis of the novel, from the *nouvelle historique* through the development of the *roman memoire*, *roman epistolaire*, to a return to the classic content but in first person narrative.

[255Y LES PHILOSOPHES]

Major figures of the eighteenth-century Enlightenment in France.

256X THE CONCEPT OF ROMANTICISM Marshall

The development of the Romantic movement in nineteenth-century France, with emphasis on the esthetic, thematic, and ideological aspects of the movement. Authors studied will include Vigny, Hugo, Chateaubriand, Lamartine, Balzac, and Stendhal.

AREA III:

Studies in Modern French Literature

[281 THE FOUNDATIONS OF THE MODERN NOVEL]

Intensive study of narrative techniques and the representation of reality in major works by such authors as Flaubert, Maupassant, Zola, Huysmans, and Alain-Fournier.

[282X THE NOVEL FROM PROUST TO THE NOUVEAU ROMAN]

Recent experiments in fiction with discussion of Proust, Gide, Malraux, Sartre, Camus, Butor, and Robbe-Grillet.

[283Y MODERN FRENCH POETRY FROM BAUDELAIRE TO THE PRESENT]

The nature of the poetic experience studied in the works of such authors as Baudelaire, Verlaine, Rimbaud, Mallarme, Apollinaire, Saint-John Perse, Breton, Michaux, Eluard, and Prévert.

284 STUDIES IN THE TWENTIETH-CENTURY THEATRE Sommerville

Major works of playwrights such as Claudel, Giraudoux, Cocteau, Anouilh, Montherlant, Sartre, Ionesco, Genet, and Beckett. Major themes will include symbolism, the use of myths, the influence of existentialism, and the theatre of the absurd.

351, 352 SENIOR SEMINAR The Department

A study of major trends in French civilization, team-taught by members of the Department. Required of seniors majoring in French. Open to other qualified students with permission of the Department. Either term may be elected independently.

361, 362 INDEPENDENT STUDY IN FRENCH (½ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open, with permission of the Department, to qualified students.

FRENCH STUDIES

G.G. VAN TREESE

Adviser

The major in French Studies offers an opportunity to concentrate on the primary aspects of French civilization and culture. The student is expected to complete appropriate courses in the French language and literature and in two other related areas, such as art history, music, history, government, religion, or philosophy. Other combinations are possible with the permission of the advisers and the departments concerned. Normally one of these areas would be history. Participation in the Sweet Briar Junior Year in France or a summer in France or a French-speaking country in an approved program of studies is strongly recommended. Students who elect this major must take French 351, 352 (Senior Seminar).

GERMAN

•1, 2 ELEMENTARY GERMAN

Horwege

For beginners. Four class periods and two laboratory periods.

•5, 6 INTERMEDIATE GERMAN

Horwege

Formal study and practice in speaking, reading, writing, and understanding German. Regular laboratory attendance is required.

Prerequisite: German 1, 2, or two or three units at entrance

[•105 INTRODUCTION TO GERMAN LITERATURE]

A study based on readings and discussions of various representative works, chosen from various periods and genres (poetry, drama, and prose). Student participation in

discussion and practice in written and oral expression will be emphasized.

Prerequisite: German 5, 6 or three units at entrance

•125 READINGS IN MODERN GERMAN LITERATURE I

Horwege

Selected readings from literature of the period between 1890 and 1933. Authors included are Kafka, Mann, Rilke, George Trakl, Hofmannsthal, Schnitzler, Heym, Benn, and Celan. Emphasis on the *novelle* and lyric poetry.

Prerequisite: German 5, 6 or three units at entrance

•126 READINGS IN MODERN GERMAN LITERATURE II

Thomas

German literature after 1945. Works of writers from both East and West Germany, Switzerland, and Austria.

Prerequisite: German 5, 6 or three units at entrance

[131 GERMAN CONVERSATION AND COMPOSITION]

Practice in written and oral expression with discussions and essays based on contemporary topics and literary selections.

Prerequisite: German 5, 6 or the equivalent or permission

[152 INTRODUCTION TO GERMAN CULTURE]

A study of various historical, cultural, political, and social trends in East and West Germany, Austria, and Switzerland.

Prerequisite: German 5, 6 or the equivalent or permission

Prerequisite for all of the following courses: Any course in the German language numbered 100 or above or permission.

[211 GROWTH AND STRUCTURE OF THE GERMAN LANGUAGE]

A study of the development of German from its Indo-European origins to the Modern Period. Emphasis on phonetic-phonemic, morphological, and syntactic change as well as on cultural trends influencing its development.

222 GERMAN LITERATURE BEFORE 1700 Horwege

A study of trends in literature in relation to the social, historical, and religious conditions in Germany from the Middle Ages through the Baroque.

[251 THE AGE OF GOETHE I: GERMAN CLASSICISM AND ITS PRECURSORS]

A study of the Enlightenment, *Sturm und Drang*, and Early Classicism. Readings from Lessing, Wieland, Lichtenberg, Lenz, Klinger, Goethe, and Schiller.

[252 THE AGE OF GOETHE II: LATER CLASSICISM AND ROMANTICISM]

Selections from the later works of Goethe and Schiller, the works of Tieck, Novalis, Brentano, Arnim, Arndt, Eichendorff, the Schlegels, E.T.A. Hoffmann, Chamisso, and others.

261, 262 SPECIAL STUDY IN GERMAN Horwege

Special topics pursued under supervision. Either term may be elected independently.
Prerequisite: Permission

[271 GERMAN LITERATURE OF THE NINETEENTH CENTURY]

Selections from the writers of *Jungdeutschland*, Grabbe, Lenau, Morike, Droste-Hulshoff, Hebbel, Grillparzer, Ludwig, Nestroy, Stifter, C.F. Meyer, Keller, and Fontane.

272X THE GERMAN NOVELLE Thomas

A study of the novelle as a genre from the eighteenth to the twentieth century.

[284 THE MODERN GERMAN DRAMA]

Selected plays by Hauptmann, Wedekind, Hofmannsthal, Toller, Kaiser, Sternheim, Brecht, Durrenmatt, and Frisch.

351, [352] SEMINAR Horwege

Open to seniors majoring in German and other qualified students by permission. Given when desired by a sufficient number of students.

361, 362 INDEPENDENT STUDY IN GERMAN (½ or 1)

Horwege

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open with permission of the department to advanced students.

219, 220 (TCC) ROMANTICISM AND REALISM IN THE NINETEENTH CENTURY de Vries (RMWC)

Study of drama, prose and poetry from Romanticism to Naturalism.

Prerequisite: Permission

GERMAN STUDIES

HORWEGE

Adviser

The major in German Studies offers an opportunity to concentrate on the primary aspects of German civilization and culture. The student is expected to complete appropriate courses in the German language and literature, and in two other related areas, such as art history, music, history, government, religion, or philosophy. Other combinations are possible with the permission of the adviser and the departments concerned. Normally one of these areas would be history. Participation in an approved program of studies in Germany or a German-speaking environment is strongly recommended.

ITALIAN

•1, 2 ELEMENTARY ITALIAN

Bradley-Cromey

A study of the essentials of grammar, the development of a simple, practical vocabulary, and readings based on present-day Italian life. For beginners. Four class periods and two laboratory periods.

•5, 6 INTERMEDIATE ITALIAN

Bradley-Cromey

Formal study and practice in speaking, reading, writing, and understanding Italian. Regular laboratory attendance required.

Prerequisite: Italian 1, 2 or two or three units at entrance

261, 262 SPECIAL STUDY IN ITALIAN

Bradley-Cromey

Special topics pursued under supervision. Either term may be elected independently.

Prerequisite: Permission

351 SEMINAR: CONVERSATION AND COMPOSITION

Bradley-Cromey

Prerequisite: Permission

361, 362 INDEPENDENT STUDY IN ITALIAN (½ or 1)

Bradley-Cromey

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open, with permission, to qualified students.

ITALIAN STUDIES

BRADLEY-CROMEY

Adviser

The major in Italian Studies offers an opportunity to concentrate on the primary aspects of Italian civilization and culture. The student is expected to complete appropriate courses in the Italian language and literature and in two other related areas, such as art history, music, history, classical studies, or religion. Other combinations are possible with the permission of the adviser and the departments concerned. Normally one of these areas would be history. A semester or a summer in Italy in an approved program of studies is strongly recommended.

JAPANESE

See page 62.

RUSSIAN

See page 63.

SPANISH

•1, 2 ELEMENTARY SPANISH

Taylor, Embeita

For beginners. Four class periods and two laboratory periods.

•5, 6 INTERMEDIATE SPANISH

Ingber, Taylor

Formal study and practice in speaking, reading, writing, and understanding Spanish. Regular laboratory attendance is required.

Prerequisite: Spanish 1, 2 or two or three units at entrance

[•91 READINGS IN HISPANIC LITERATURE]

Emphasis on reading and oral expression for students who have covered the fundamentals of grammar and composition.

Prerequisite: Spanish 5, 6 or placement test at entrance

•100 INTRODUCTION TO LITERARY ANALYSIS

Taylor

An introduction to the techniques and approaches used by a reader in analyzing different literary genres (poetry, drama, fiction). Texts will be chosen from various periods of both Spanish and Latin American literature. Required for students majoring in Spanish. Not open to students who have taken Spanish 101.

Prerequisite: Spanish 6, with permission, or placement test at entrance

•123, 124 INTRODUCTION TO SPANISH LITERATURE

Ingber

Survey course. Fall: From its origins to the end of the eighteenth century. Spring: The nineteenth and twentieth centuries.

Prerequisite: Spanish 101 or permission

•125 LATIN AMERICAN LITERATURE

Taylor

Selected readings of prose and poetry of outstanding writers of Latin America. Not open to students who have taken Spanish 102.

Prerequisite: Spanish 6 or permission or placement test at entrance

•133 SPANISH CONVERSATION

Embeita

A course designed to improve the student's conversational ability through reading and discussion of literary and cultural texts. Not open to students who have taken Spanish 132.

Prerequisite: Spanish 5, 6 or the equivalent, or permission

[•148 THE INDIVIDUAL AND SOCIETY IN LATIN AMERICA]

An examination of contemporary Latin American culture through a study of several contributing elements: art, literature, history, philosophy, etc. Given in English. Spanish majors may participate, preparing papers and writing examinations in Spanish.

•150 SPANISH SOCIAL CULTURE

Embeita

A panoramic view of peninsular Hispanic culture through social, political, and artistic manifestations, with emphasis on its relation to our contemporary world and its problems. Alternate years.

[155 MASTERPIECES OF HISPANIC LITERATURE IN TRANSLATION]

A study of the most outstanding writers of Spanish and Latin American literature and their relationship to their societies. Not open to Spanish majors. Given in English.

• 174 SPANISH COMPOSITION

Embeita

Development of language skills with an emphasis on applying grammatical principles to the reading and writing of expository prose. Not open to students who have taken Spanish 173.

Prerequisite: Spanish 5, 6 and permission or placement test at entrance

Prerequisite for all of the following courses: Spanish 100 (101), 123, or permission

[200 MEDIEVAL SPANISH LITERATURE]

A close analysis of the *Poema del Cid* will lead to the understanding of the epic vision of world and man as well as of the basic differences between oral and written poetic traditions. An equally close reading of *La Celestina* will reveal the world upside

down, the disintegration of medieval values, and the crisis that led to the Renaissance. Alternate years.

[210 POETRY AND PROSE OF THE GOLDEN AGE]

A study of the trends and traditions of the Spanish Golden Age. Alternate years.

[214 THE COMEDIA OF THE GOLDEN AGE]

A study of the most significant plays of the Golden Age. Alternate years.

[216 CERVANTES: DON QUIJOTE

A close reading of *Don Quijote* and its interrelation with the literature of the sixteenth and seventeenth centuries. Emphasis on the notions of narrative voice and autonomous character, which prefigure the world of contemporary fiction. Alternate years.

Not open to students who have taken Spanish 203, 204.

[245 LITERATURE OF NINETEENTH-CENTURY SPAIN]

Romanticism, Realism, Naturalism, and Modernism against the background of the European literary currents of the time. Alternate years.

249 THE GENERATION OF 1898

Embeita

Selected readings in Valle-Inclán, Unamuno, Baroja, Azorín, Machado, and Benavente. Consideration will be given to the intellectual temper of the age and the European ideological influences on the work of this generation. Alternate years. Not open to students who have taken Spanish 250.

[255 CONTEMPORARY SPANISH LITERATURE (PRE-CIVIL WAR)]

Major currents in the fiction, poetry, and theatre of the period. Alternate years.

[256 CONTEMPORARY SPANISH LITERATURE (POST-CIVIL WAR)]

Major currents in the fiction, poetry, and theatre of the period. Alternate years.

278 LATIN-AMERICAN LITERATURE OF THE COLONIAL PERIOD, THE ENLIGHTENMENT, AND ROMANTICISM

Taylor

An analysis of the literary response of writers to the questions of identity (about themselves and their continent) at crucial periods in the history of Latin America: the Discovery and *crónicas*, the Colonial period and Baroque literature, Independence and the literature of the Enlightenment and Romanticism. Alternate years.

[280 REALISTS AND MODERNISTS IN LATIN-AMERICAN LITERATURE]

Realism as the literary vision of the native experience. Modernism as exemplified by Ruben Dario and his contemporaries. Emphasis will be given to the critical reading and analysis of selected works. Alternate years.

[286 MODERN HISPANIC DRAMA]

A study of major trends in twentieth century theater in Spain and Latin America. Alternate years.

[290 TWENTIETH CENTURY LATIN AMERICAN LITERATURE]

A study of the main literary trends and ideas in contemporary Spanish-American novels, short stories, and poetry. Special attention will be given to the creative process of the most representative authors. Alternate years.

351, 352 SENIOR PROJECT

The Department

Required of all senior majors. Preparation of a specific literary topic with faculty member of choice. Topic to be chosen by the student in consultation with the faculty member.

Prerequisite: Permission of the instructor
Hour tba

361, 362 INDEPENDENT STUDY IN SPANISH

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open, with permission of the Department, to qualified students.

Department of Modern Languages

Courses Taught in English

[F150 MASTERPIECES OF FRENCH LITERATURE IN TRANSLATION]

The evolution of the modern French novel. Experiments in fiction by major French novelists based on close readings and class discussion. The readings will include works by Madame de Lafayette, Balzac, Flaubert, Zola, Proust, Gide, Sartre, and Camus. Taught in English, using texts translated into English. Majors may participate with permission of instructor, preparing papers and examinations in French.

Prerequisite: English 1, or one unit in any literature

[S148 THE INDIVIDUAL AND SOCIETY IN LATIN AMERICA]

An examination of the contemporary Latin American culture through a study of several contributing elements: art, literature, history, philosophy, etc. Given in English. Spanish majors may participate, preparing papers and writing examinations in Spanish.

[S155 MASTERPIECES OF HISPANIC LITERATURE IN TRANSLATION]

A study of the most outstanding writers of Spanish and Latin American literature and their relationship to their societies. Not open to Spanish majors. Given in English.

JAPANESE (TCC)

1-2 ELEMENTARY JAPANESE (RMWC)

Conversation and grammar with laboratory drill. Second semester includes phonetic syllabary and vocabulary of about 100 written characters.

101-102 INTERMEDIATE JAPANESE (RMWC)

Advanced conversation and grammar and vocabulary of about 800 characters.

Prerequisite: Japanese 1-2.

RUSSIAN (TCC)

•1-2 ELEMENTARY RUSSIAN AND INTRODUCTION TO RUSSIAN CULTURE Frank (RMWC)

This course lays the foundation for the skills of speaking, reading, writing, and comprehending. Work is based on conversation, reading, listening to recorded speech, and drill exercises. Language study is supported by continuous reference to Russian civilization and customs. Slides, movies, exhibits, and guest speakers supplement the program. Course work concludes with readings of texts adapted from classical and Soviet literature.

37 CHEKHOV AND THE RUSSIAN DRAMA Frank (RMWC)

A thorough analysis of *The Cherry Orchard*, *Three Sisters*, *Seagull*, *Uncle Vanya*, and *Ivanov*, preceded by the most important Russian plays of the nineteenth century, and followed by major plays from the Soviet period. Chekhov's contribution to modern Russian and Western drama. Identical with Theatre 37. Alternate years.

[39 RUSSIAN CULTURE AND LITERATURE TO 1900] Frank (RMWC)

A survey of the major events in art, architecture, folklore, music, poetry, and prose, including native and imported artistic trends and the position of women in the nineteenth century. Emphasis on the writings of Pushkin, Turgenev, Tolstoy, Dostoevsky, and Chekhov. Alternate years.

[42 CONTEMPORARY RUSSIAN LITERATURE] Frank (RMWC)

Reading selections offer insight into the conflicts attending the revolutionary, Stalinist, thaw, and detente periods of the Soviet era. The emancipation of women and changes in the Soviet family. A thorough analysis of *Doctor Zhivago*, *Master and Margarita*, and several works of Solzhenitsyn.

101-102 INTERMEDIATE RUSSIAN Frank (RMWC)

The objective of the course is to attain proficiency in speaking, reading, writing and comprehending. The scope of knowledge acquired in Russian 1-2 is considerably broadened. Adapted readings from literature, history, and culture serve as basic text material. Readings are supplemented with other cultural materials.

Prerequisite: Russian 1-2 or the equivalent

128 SOVIET SOCIETY Frank (RMWC)

An analysis of the Soviet Union through the study and discussion of such topics as the structure of government; the role of the Communist Party; economic organization; social and cultural institutions; role of women; mass media; dissent; impact of Soviet policies on the lifestyle of Soviet citizens.

Prerequisite: Any Russian Studies course or permission

[205 RUSSIAN LITERATURE IN THE NINETEENTH CENTURY] Frank (RMWC)

Selected short works or excerpts by Pushkin, Lermontov, Turgenev, Tolstoy, Dostoevsky, and Chekhov.

Prerequisite: Russian 101-102 or the equivalent Alternate years.

206 READINGS IN RUSSIAN CIVILIZATION Frank (RMWC)

Selected readings of pre- and post-revolutionary cultural materials, current newspapers, and excerpts from contemporary journals.

Prerequisite: Russian 101-102 or equivalent. May be repeated for credit.

207 RUSSIAN LITERATURE IN THE TWENTIETH CENTURY Frank (RMWC)

Selected short works or excerpts by Soviet writers from various stages of the Soviet period. Alternate years.

Prerequisite: Russian 101-102 or the equivalent

[209 TOLSTOY AND DOSTOEVSKY]

Frank (RMWC)

A thorough analysis of *War and Peace*, *Anna Karenina*, *Crime and Punishment*, *Brothers Karamazov*, and their philosophical significance for world literature.

Prerequisite: Junior standing or permission

291, 292 SEMINAR

Frank (RMWC)

Study of one topic, author, or trend to be announced each year.

Prerequisite: Three hours at the 200 level or permission of the department

Music

ALLEN W. HUSZTI, Chairman

Associate Professor

JOHN R. SHANNON

Professor

CAROL F. RHODES

Instructor

The Music Department offers two majors: the Music major (with areas of concentration in applied music, music history, and music theory) and Music in Culture major (with a concentration in music correlated with another area of study within the humanities, sciences, or social sciences).

A student who elects Music as her major must complete the following courses: Music 57, 58, 112, 113, 157, 158, 231, and 238. She must also complete two units of solo applied music.

A student who elects Music in Culture as her major must complete the following courses: Music 25, 26, 57, 58 and European Civilization 17, 18. She must also complete two units drawn from Music 112, 113, 231, and 238 of which one unit must be at the 200 level and two units of applied music, either solo or ensemble. Two additional units must be taken in at least one of the following areas: history of art, literature in any language, history of the theatre, or dance history.

In the last term of the senior year, students majoring in Music and in Music in Culture will complete a comprehensive exercise, the exact form of which will be

determined by her specific area of concentration and will be decided upon in or before the fall of the senior year by the Department in consultation with the student involved.

For the Music major concentrating in applied music, the exercise will consist of a Senior Recital with written program notes. The repertoire for the recital will encompass at least three historical periods. The recital must be presented by the time of the college-wide deadline for senior comprehensive examinations. No academic credit will be given for this recital.

For the Music major concentrating in music history or music theory, the comprehensive exercise will consist of a thesis centered around a specific topic which involves at least three historical periods. The thesis must be completed by the time of the college-wide deadline for senior comprehensive examinations. No academic credit will be given for this thesis.

For the Music in Culture major, the comprehensive exercise will consist of a thesis correlating a specific topic in music with an appropriate topic within another discipline from the humanities, sciences, or social sciences. With specific permission of the Department, the Music in Culture comprehensive exercise may combine performance with a thesis, provided that the above thesis requirement is still met and provided that the Department approves the student's prospectus for such a project involving performance. The Music in Culture thesis or thesis-project must be completed by the time of the college-wide deadline for senior comprehensive examinations. No academic credit will be given for this thesis or thesis-project.

THEORETICAL COURSES

•7X or 7Y RUDIMENTS OF MUSIC I: CLASS PIANO, SIMPLE THEORY, AND SIGHT-SINGING

Rhodes

Introduction to the musical notation of pitch and rhythm and to scales and intervals through study in beginning piano technique and literature, in sight-singing, music writing and simple improvisation. Either term may be elected independently.

•8X or 8Y RUDIMENTS OF MUSIC II: CLASS PIANO, SIMPLE THEORY, AND SIGHT-SINGING

Rhodes

A continuation of Music 7.

•11, 12 CLASS VOICE: FUNDAMENTALS OF VOCAL TECHNIQUES (½, ½)

Husztli

Practical training in singing with emphasis on basic skills of breathing, tone, and diction. Classes will include group and individual instruction. For students with little or no previous voice training. Either term may be elected independently. Two hours class plus individual instruction, to be arranged.

Prerequisite: Basic knowledge of musical notation

•57, 58 ELEMENTARY THEORY AND EAR TRAINING

Shannon

A study of the basic materials of tonal music: scales, intervals, rhythms, triads, seventh chords, diatonic functional harmonic and melodic practices and constructions, simple modulations, writing in the vocal idiom and in simple sectional forms.

Prerequisite: Basic knowledge of musical notation.

157, 158 ADVANCED THEORY

Shannon

A study of late nineteenth and twentieth century harmonic practices and sixteenth and seventeenth century contrapuntal practices.

Prerequisite: Music 57, 58

COURSES IN HISTORY AND APPRECIATION

•25, 26 THE APPRECIATION OF MUSIC

Husztli

A course designed to develop the student's appreciation of music as an art. The class is taught in a combination of lecture, music-listening, and student participation. The student will learn about basic elements

of music, the various styles of music and their historical contexts.

This course is designed for students with no background in music. Either term may be elected independently.

•112 MUSIC IN THE BAROQUE AND ROCOCO

Shannon

A study of music from 1600 to 1770. Alternate years.

Prerequisite: Music 25 or 26 or permission of the instructor

[•113 THE VIENNESE CLASSIC SCHOOL AND EARLY ROMANTICISM]

A study of music from 1770 to 1850. Alternate years.

Prerequisite: Music 25 or 26 or permission of the instructor

231 MEDIEVAL AND RENAISSANCE MUSIC

Shannon

A study of music from the codification of Gregorian chant through the high Renaissance. Alternate years.

Prerequisite: Music 25 or 26 or permission of the instructor

[238 LATER ROMANTIC AND CONTEMPORARY MUSIC]

A study of music from 1850 to the present. Alternate years.

Prerequisite: Music 25 or 26 or permission of the instructor

261, 262 SPECIAL STUDY IN MUSIC (½ or 1)

The Department

Special topics pursued under supervision. Either term may be elected independently.

Prerequisite: Permission

361, 362 INDEPENDENT STUDY IN MUSIC (½ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Open, with permission, to qualified students.

SOLO APPLIED MUSIC

The Music Department offers applied music study on a credit basis and on a non-credit basis. An extra fee is charged for applied music study whether for credit or non-credit. The fee for applied music is \$330 for the year. Placement into the credit or non-credit category is decided by the Department upon hearing the student who is interested in applied music perform a brief audition. These placement auditions are scheduled before registration for each academic term. These auditions, which need not be from memory, are arranged through the Chairman of the Department. At the beginning of the fall term, during the orientation period, there is a regularly scheduled time for these placement tryouts; incoming students are urged to sign up for a time during that period. Students who have made tapes of their performances may submit a tape to the Music Department to represent their playing for placement purposes.

The Department offers credit in piano, organ, voice, and harpsichord on campus. The Department offers credit in strings and winds on campus, as well as in conjunction with neighboring institutions. Because of the demand on the available staffing, especially in strings and winds, it is helpful for the Department to know as far in advance as possible of the student's interest in studying those instruments.

Students taking applied music are expected to attend and participate in the Departmental recitals. A student may elect to take applied music in two areas simultaneously; such a student will receive one-half unit for each of the areas studied.

To be placed at the credit level for applied music, the following listing of representative repertoire is designed to serve as a guide for the student in selecting works to present for her credit placement application. Upon request, an accompanist will be provided for applicants needing one.

Piano: Three works comparable to the following: 1) a selection from the early eighteenth century, for example, an invention, prelude, or fugue of J.S. Bach or a sonata of D. Scarlatti; 2) a selection from Haydn, Mozart, or Beethoven; 3) a piece of the student's choice.

Organ: Same as for piano (see above) or performance on the organ of material comparable to a chorale prelude or prelude and fugue of J.S. Bach.

Voice: Two works: 1) a selection by a composer of the seventeenth or eighteenth century or earlier; and 2) a song or aria by such composers as Schubert, Franz, Faure, Verdi, Rossini, or a selection by a contemporary composer.

Harpsichord: Same as for either piano or organ. (See above.)

Strings: Two works from different historical periods (i.e., Baroque, Viennese Classical, Romantic, Contemporary, etc.)

Winds: Two works from different historical periods (i.e., Baroque, Viennese Classical, Romantic, Contemporary, etc.)

Either term of the following courses may be elected independently. Admission by placement audition. (See above.)

•81.82	Piano I	(½, ½)
181,182	Piano II	(½, ½)
281,282	Piano III	(½, ½)
381,382	Piano IV	(½, ½)

Rhodes

•83.84	Organ I	(½, ½)
183,184	Organ II	(½, ½)
283,284	Organ III	(½, ½)
383,384	Organ IV	(½, ½)

Shannon

•85.86	Voice I	(½, ½)
185,186	Voice II	(½, ½)
285,286	Voice III	(½, ½)
385,386	Voice IV	(½, ½)

Husztli

•87.88	Harpsichord I	(½, ½)
187,188	Harpsichord II	(½, ½)
287,288	Harpsichord III	(½, ½)
387,388	Harpsichord IV	(½, ½)

Shannon

•91.92	Strings I	(½, ½)
191,192	Strings II	(½, ½)
291,292	Strings III	(½, ½)
391,392	Strings IV	(½, ½)

•93.94	Winds I	(½, ½)
193,194	Winds II	(½, ½)
293,294	Winds III	(½, ½)
393,394	Winds IV	(½, ½)

203X or 203Y RECITAL (½) The Department

Open to all juniors and seniors whose comprehensive exercise does not include a recital. This course may be elected one term of the junior year and/or senior year during which the student will present a recital. Applied music must be elected simultaneously with Music 203X or 203Y.

Open only by permission of instructor, with Departmental approval. May be repeated once for credit.

•9,10 APPLIED MUSIC NON-CREDIT (0,0)

ENSEMBLE APPLIED MUSIC

•145,146 THE CONCERT CHOIR (½,½) Husztli

Four hours rehearsal and public performance. Admission by audition. Either term may be elected independently.

•147,148 COLLEGIUM MUSICUM (½,½) Shannon, Huszti

Study and performance of instrumental and vocal ensemble music. Two hours rehearsal plus individual practice and public performances.

Admission by audition. Either term may be elected independently.

Philosophy

MARGARET HARTMAN

Assistant Professor

THOMAS HARTMAN

Assistant Professor

A student who elects Philosophy as her major subject must complete at least nine units in philosophy, including Philosophy 15, 24, 225, 236, and 245. She will be expected to complete a comprehensive exercise during the spring of her senior year. The exact nature of this exercise will be determined each year by consultation between students and faculty.

•15 INTRODUCTION TO PHILOSOPHY

T. Hartman

Focus on the deepening and broadening of our own world views through examinations of topics such as the existence and nature of truth, God, freedom, immortality, moral obligations, knowledge, beauty, and happiness.

•19 LOGIC

T. Hartman

An examination of techniques of critical and creative reasoning.

•24 ETHICS

M. Hartman

A study of ethical theories, including discussion of problems in contemporary moral philosophy.

[•118 SOCIAL PHILOSOPHY]

T. Hartman

A study of justifications offered in behalf of various actual and possible political and legal institutions with particular attention to the relationship between the individual and society. Alternate years.

136 PHILOSOPHY AND THE ARTS

T. Hartman

An examination of the nature of art and of value judgments in painting, sculpture, music, dance, theatre, and literature. General philosophical reflections of some great artists. Alternate years.

154 PHILOSOPHY AND THE SCIENCES

T. Hartman

An examination of the nature of science and of epistemological (knowledge) judgments in the natural and social sciences. Philosophical reflections of some great scientists. Science versus pseudo-science with attention to some controversial theories such as creationism, para-psychology, and sociobiology. Alternate years.

[225 HISTORY OF PHILOSOPHY I]

M. Hartman

An examination of the ancient roots of contemporary thought with special emphasis on Plato and Aristotle. Alternate years.

Prerequisite: one course in philosophy or classics or permission

[236 HISTORY OF PHILOSOPHY II]

M. Hartman

A history of selected philosophers of the seventeenth, eighteenth, and nineteenth centuries. Alternate years.

Prerequisite: one course in philosophy or European Civilization or permission

245 CONTEMPORARY PHILOSOPHY

M. Hartman

A study of three philosophical traditions important in the twentieth century: pragmatism, existentialism, and linguistic analysis. Alternate years.

Prerequisite: one course in philosophy or permission

261 or 262 SPECIAL STUDY (½ or 1)

The Department

Special topics, such as philosophy of history or American philosophy, or an in-depth study of an individual philosopher; pursued by students individually or in small groups, under supervision.

Prerequisite: permission

351 or 352 SEMINAR

The Department

Special topics at an advanced level pursued independently or in small groups.

Prerequisite: Philosophy 225, 236, and 245; or permission

Physical Education

JENNIFER L. CRISPEN, Chairman
Associate Professor

JUNE M. BOOTH
Associate Professor
Athletic Director

PAUL D. CRONIN
Professor

KATHERINE MACDONALD
Professor

EIJA CELLI**
Associate Professor

BONNIE JACKSON KESTNER*
Assistant Professor
Director of Aquatics

CHRISTINE D. ZAMPACH
Assistant Professor

JILL RANGLES
Instructor

Director of the Instructional Riding Program

MICHAEL E. STEARNS**
Instructor

The Department of Physical Education offers a wide variety of activities for students on all levels of athletic skill. In addition to fielding eight varsity inter-collegiate teams, the department offers instructional courses in dance, team and individual sports, and in recreational activities. In conjunction with the Theatre Arts Department, students may elect courses in dance theory and composition.

Two term courses or four quarter courses meeting three times a week or the equivalent, are required of all freshmen and other entering students who do not present credit for equivalent work from another college. Courses which fulfill the one quarter of physical fitness required are designated by a ✓. Completion of the requirement is recommended for the freshman year but

*Part-time

** Joint appointment with Theatre Arts

may be extended into the sophomore year if circumstances warrant. Grades are recorded on the transcript as Satisfactory/Unsatisfactory.

Up to one unit of physical education may be taken for credit after the basic requirement of two terms (or four quarters) is completed; credit is to be given at the rate of $\frac{1}{4}$ unit per quarter or $\frac{1}{2}$ unit per term, Satisfactory/Unsatisfactory.

Students who intend to complete the requirements for the liberal arts degree at Sweet Briar and then pursue graduate work in physical education should contact the Department in the freshman year for guidance in planning their programs.

If vigorous participation is inadvisable due to a physical or medical condition of the student, the required program will be modified according to the recommendation of the College Physician.

ACTIVITY COURSES

Instruction is provided from the beginning level through the varsity level to accommodate students of varying abilities and experience. These courses are offered to fulfill the requirement and for students who wish to continue a physical education activity. *Courses are offered on a rotating basis and descriptions of current courses are available from the Physical Education Department.*

AQUATICS

- PE 001 Beginning Swimming
- PE 002 Beginning Diving
- PE 003 Synchronized Swimming
- ✓ PE 004 Swim for Fitness
- PE 007 Adaptive Aquatics with Handicapped Children
- PE 101 Swimming II
- PE 104 Swimnastics and Watergames
- PE 201 Sub-varsity Swimming
- PE 301 Varsity Swim Team
- PE 302 Varsity Diving Team
- PE 305 Advanced Lifesaving
- PE 306 Water Safety Instructors Course

CONDITIONING AND FITNESS

- ✓ PE 019 Fitness
- ✓ PE 219 Fitness for Riders
- ✓ PE 022 Running
- ✓ PE 023 Weight Training
- ✓ PE 119 Ski Conditioning
- ✓ PE 319 Pre-Season Lacrosse Conditioning
- ✓ PE 319 Pre-Season Tennis Conditioning

DANCE

- PE 008 Ballet I
- PE 108 Ballet II
- PE 009 Folk Dance
- ✓ PE 011 Beginning Dance
- PE 211 Intermediate Dance
- PE 311 Advanced Dance

OUTING ACTIVITIES

- PE 027 Camping and Outing
- PE 028 Beginning Canoeing
- PE 031 Survival Skills
- PE 128 Intermediate Canoeing

TEAM AND INDIVIDUAL SPORTS

- PE 336 Varsity Basketball Team
- PE 038 Fencing
- PE 033 Flag Football
- PE 039 Beginning Golf
- PE 239 Intermediate Golf
- PE 339 Club Golf
- PE 040 Gymnastics
- PE 241 Sub-varsity Hockey
- PE 341 Varsity Hockey Team
- PE 242 Sub-varsity Lacrosse
- PE 342 Varsity Lacrosse Team
- PE 047 Beginning Racquet Sports
- PE 147 Intermediate Racquet Sports
- PE 035 Beginning Badminton
- PE 135 Intermediate Badminton
- PE 043 Platform Tennis
- PE 350 Club Soccer
- PE 050 Soccer
- PE 045 Squash
- PE 046 Beginning Tennis
- PE 146 Intermediate Tennis
- PE 246 Advanced Tennis
- PE 346 Varsity Tennis Team
- PE 048 Volleyball
- PE 348 Varsity Volleyball Team
- PE 049 Yoga

INDEPENDENT STUDY

Independent Study: A student may propose a project for a term, to be supervised by a member of the Department with the approval of the chairman.

PE 026 Independent Study

ELECTIVE COURSES

One Unit Credit

5 PHYSICAL ACTIVITY FOR THE ELEMENTARY SCHOOL CHILD Celli, Macdonald, Stearns

Introduction to basic movement education through motion elements in play activities and dance. Included will be perceptual motor learning, correlation with other subject areas, and classroom activities.

Prerequisite: One term dance technique

The above course is in accordance with the Virginia State Department requirement for teacher certification.

RIDING COURSES

137 HORSE SCIENCE Simpson, Cronin

A study of the horse's functional anatomy, reproduction, and common ailments. Special emphasis will be placed on the skeletal, muscular, and digestive systems; breeding programs; stable management; conformation and movement; and equine veterinary practice. The course will consist of three hours lecture and discussion and weekly laboratory, including field trips.

Prerequisite: Intermediate riding level and permission

392 THEORY AND PRACTICE OF SCHOOLING HORSES Cronin

A survey of the development of major riding and schooling theories in western civilization from the Renaissance to the present and an actual schooling experience. Three hours lecture and discussion, three hours mounted instruction, and at least four hours independent

mounted work with a schooling project, weekly.

Prerequisite: High intermediate riding level and permission

394S CONTEMPORARY RIDING AND SCHOOLING Randles

The course emphasizes the student's development in dressage sportif, jumping, and cross-country riding with an introduction to schooling horses and to horse science. Four hours mounted work, one hour lecture daily for five days, individual project on the sixth day.

Prerequisite: Intermediate riding level and permission

Summer Course. Daily for four weeks.

396S CONTEMPORARY RIDING AND TEACHING Randles

The study and practice of riding and teaching within a modern system of riding. Mounted instruction, lectures, and practice teaching.

Prerequisite: High intermediate level and permission

Summer course. Daily for four weeks.

RIDING

The Riding Program offers a strong instructional program and also riding competitions in open horse shows, horse trials, inter-collegiate competitions, hunter trials, and hunt-meet pair racing. Other activities include foxhunting with the Farmington Hounds and cross-country hacking for students enrolled in the instructional program. See pages 10 and 107 for information on facilities and fees.

DANCE MAJOR

See Theatre Arts, p. 89.

Members of the Dance Theatre present dance demonstrations and a major concert which is choreographed primarily by students.

INTERCOLLEGIATE SPORTS

The Department of Physical Education sponsors varsity teams in basketball, golf, hockey, lacrosse, riding, swimming and diving, tennis, and volleyball. The College is a member of the Association of Intercollegiate Athletics for Women, the Virginia Association of Intercollegiate Athletics for Women, the Middle Atlantic Lawn Tennis Association, the United States Tennis Association, the Virginia and the United States Women's Lacrosse Associations, the Blue Ridge, Southeast, and United States Field Hockey Associations, and the Intercollegiate Horse Show Association.

The College supports qualified individuals and teams in state, regional, and national competition.

RECREATION

In addition to courses of instruction, members of the Department of Physical Education and the Recreation Association (RECA) sponsor numerous extracurricular, educational, and recreational events, including camping and beagling. Intramural competitions are scheduled in volleyball, basketball, and other sports activities.

SWEET BRIAR OUTDOORS PROGRAM

The Sweet Briar Outdoors Program (SWEBOP) is coordinated through the Office of Student Affairs and the Department of Physical Education and offers a wide variety of outdoor activities including camping, rock climbing, skydiving, cross country and downhill skiing, caving, kayaking, hiking and canoe trips. Students use the Outing Club cabin on campus and hike with the local Appalachian Trail Club.

RIDING PROGRAM

PE 061/062	Study in Physical Education— Riding
PE 063/064	Position
PE 065/066	Position and Control with Hacking
PE 067/068	Cross Country Hacking
PE 069q	Basic Horse Care
(quarter course)	
PE 071/072	Position and Control I
PE [075]/076	Position and Control with Introduction to Jumping
PE [081]/082]	Position and Control II
PE [083q]	Short Survey of
(quarter course)	Principles and Methods of Farm and Stable Management
PE 084q	Principles and Method of Judging Hunters and Select-
(quarter course)	ing Thoroughbreds
PE 085/086	Jumping Fundamentals
PE 165	Introduction to Riding to Hounds
PE [181]/182]	Introduction to Showing Hunters
PE 185/[186]	Introduction to Combined Training
PE [191]/192	Introduction to Schooling Horses
PE 261/262	Special Studies
PE 265	Cross Country Riding and Jumping
PE [271]/272]	Technique and Performance
PE 282	Riding Courses
PE 291/[292]	Schooling Young and Problem Horses
PE 361/362	Independent Study
PE 363/364	Riding Competition: Intercollegiate Horse Shows
PE 368	Riding Competition: Hunt Meet Pair Racing
PE [373]/374	Riding Competition: Open "Local" Horse Shows
PE [381]/382]	Riding Competition: Open AHSA/VHSA "Rated" Horse Shows
PE [385]	Riding Competition: Horse Trials

Physics

GEORGE H. LENZ, Chairman
Professor

CARLOS I. CALLE
Instructor

A student who elects Physics as her major normally must complete six units at the 200 level or above in physics. With permission, one unit of the major requirement may be satisfied by an approved course in chemistry or mathematical sciences. The major is based on the 100 level sequence of courses. Physics 221 is required for the major. The comprehensive requirement may be fulfilled by an examination or by the completion of a suitable research project. The format and timing of the comprehensive requirement is determined in consultation with the senior majors in the fall of the senior year.

The attention of students interested in Physics is directed to the interdepartmental major in Mathematical Physics and to the major in Pre-Engineering Studies.

•5X or 5Y PHYSICS FOR LIBERAL ARTS I Calle, Lenz

An introduction to the basic laws of physics, designed to give an understanding of the fundamental physical principles underlying natural phenomena and their technological applications. Newton's Laws, momentum, and energy. Three hours lecture and one three-hour laboratory.

•6 PHYSICS FOR LIBERAL ARTS II Calle

Electricity and magnetism and the distinctive aspects of twentieth-century physics, including special relativity and quantum mechanics. Three hours lecture.

Prerequisite: Physics 5

[•8 ENERGY] Lenz

A study of the principal sources of energy on the earth and the mechanisms for its transfer between different systems. Other topics include conservation of energy,

entropy, and the implications of thermodynamics for these processes. The characteristics of fossil, fission, fusion, and solar energy resources are discussed. Three hours lecture. Alternate years.

•10 METEOROLOGY

Lenz

A study of atmospheric phenomena, including the properties of gases and water and the effects of the earth's rotation on the general circulation of air. Elements of weather and climate, weather systems, air masses, fronts and their movements in changing weather patterns. Elements of forecasting. Three hours lecture. Alternate years.

[•12 THE EARTH]

A study of the changing earth including elements of physical geology and such topics as continental drift, earthquakes, volcanism, hydrology, and plate tectonics. Three hours lecture. One three-hour laboratory or field study.

•13 ELEMENTS OF ASTRONOMY

Calle

An introduction to the study of the universe, including basic elements of astronomy and topics of current interest; the solar system, search for extraterrestrial life, black holes, and cosmology. Three hours lecture and evening observation sessions.

•103 MECHANICS

Lenz

A study of Newton's Laws, the conservation laws of classical mechanics and their application to physical systems. Three hours lecture, one hour discussion.

Prerequisite or co-requisite: Calculus

•104 ELECTRICITY AND MAGNETISM

Calle

A study of electromagnetic phenomena. The interaction of electromagnetic fields with matter and the propagation of electromagnetic waves. Three hours lecture, one hour discussion.

Prerequisite: Physics 103 or permission

105 VIBRATIONS AND HEAT

Calle

An introductory study of fluid mechanics, characteristics of waves in elastic media, and basic thermal phenomena. Thermodynamics and thermometry. Three hours lecture, one hour discussion.

Prerequisite: Physics 103 or permission

106 TWENTIETH CENTURY PHYSICS

Lenz

The small, the fast, and the beautiful. An introduction to the special theory of relativity and quantum phenomena. The Bohr atom, Pauli Principle, and atomic structure. Three hours lecture, one hour discussion.

Prerequisite: Physics 104

•121, 122 INTERMEDIATE PHYSICS

LABORATORY (½, ½)

Lenz, Calle

Experiments in mechanics, electricity and magnetism, and thermodynamics. Computer simulations and modeling of physical systems. Analysis and treatment of uncertainty and error. One three-hour laboratory. Either term may be elected independently.

Pre- or corequisite: Physics 6 or any 100 level course in Physics

[221, 222 ADVANCED PHYSICS LABORATORY]

Introduction to scientific instrumentation and advanced experiments in atomic, nuclear, and solid state physics. Two three-hour laboratory periods. Either term may be elected independently. Alternate years.

Prerequisite: Physics 104

225 MODERN PHYSICS I

Calle

Quantum mechanics, solutions of Schrodinger's Equation, operator formalism, angular momentum, and perturbation theory. Three hours lecture. Alternate years.

Prerequisite: Physics 106, Mathematical Sciences 116 or permission

226 MODERN PHYSICS II

Calle

A study of selected topics in relativity, nuclear, solid state or particle physics. Three hours lecture. Alternate years.

Prerequisite: Physics 225

[227 HEAT AND THERMODYNAMICS]

The laws of thermodynamics. Entropy and the behavior of real and ideal gases. Kinetic theory and statistical distribution functions. Three hours lecture. Alternate years.

Prerequisite: Physics 105 or permission

261, 262 SPECIAL STUDY (½ or 1)

The Department

Special topics in physics pursued under supervision. Either term may be elected independently.

Prerequisite: Permission

301 INTRODUCTION TO THEORETICAL PHYSICS I

Lenz

Classical mechanics, Lagrangian and Hamiltonian functions. Central force problems. Three hours lecture. Alternate years.

Prerequisite: Physics 103, 104

302 INTRODUCTION TO THEORETICAL PHYSICS II

Lenz

Electromagnetic theory. Maxwell's Equations, electromagnetic waves, and material media. Three hours lecture. Alternate years.

Prerequisite: Physics 301

361, 362 INDEPENDENT STUDY IN PHYSICS

The Department

Topics or research projects in physics pursued independently.

Prerequisite: Permission

MATHEMATICAL PHYSICS

See page 53.

POLITICAL ECONOMY

See page 77.

Psychology

PHYLLIS W. STEVENS, Chairman
Professor

DAVID A. JOHNSON
Associate Professor

ROBERTA R. SADLER
Assistant Professor

A student who elects Psychology as her major subject must complete eight and one-half units of advanced psychology courses, including Psychology 119, 210, and 306. She must also satisfy the comprehensive requirement.

•3,4 GENERAL PSYCHOLOGY The Department

An introduction to the principles and methods of psychology.

Psychology 3 is a prerequisite for Psychology 4. Students are reminded that Psychology 3, 4 provide a general background to all other psychology courses except Psychology 119.

104 CHILD PSYCHOLOGY Sadler

A study of the child from conception through adolescence, with emphasis upon experimental analyses of the development of behavior.

Prerequisite: Psychology 3, 4

119 INTRODUCTORY STATISTICS Johnson

An elementary approach to statistical methods with practice in their application, including an introduction to use of the computer in statistics. Among topics treated are methods of condensing and presenting numerical data, computation of averages and measures of dispersion, the normal curve, correlation, and simple inferential techniques. Three hours lecture and two hours laboratory.

121 SOCIAL PSYCHOLOGY Stevens

A study of the psychological aspects of various social problems, including aggression, the effect of language on thinking, communication breakdown, advertising and propaganda, the race problem, varieties of child rearing and their effects on personality.

Prerequisite: Psychology 3, 4

210 EXPERIMENTAL PSYCHOLOGY (1½) Johnson

A study of experimental methodology, design, and data analysis in selected areas. Three hours lecture and discussion and three hours laboratory.

Prerequisite: Psychology 3, 4 and 119 or permission

[212 MOTIVATION] Stevens

A study of the origins and development of motives and of their effects on behavior. Emphasis is given to the development of psychological theories and methods for the investigation of motives. Alternate years.

Prerequisite: Psychology 3, 4

215 ANIMAL BEHAVIOR Johnson

An introduction to the problems and methodology of modern studies of animal behavior. Behavior will be examined from the perspectives of evolution, sensory mechanisms, motivation, learning, social functions, and ecology. Three hours lecture or discussion and three hours laboratory. Alternate years.

Prerequisite: Psychology 3, 4 or Biology 3

218 PERSONALITY Johnson

A survey and comparative analysis of the contemporary theories of personality. Alternate years.

Prerequisite: Psychology 3, 4

[231 LEARNING]

Johnson

Exposition and analysis of the current theories of learning, with particular emphasis given to respondent, operant, and verbal learning. Three hours lecture or discussion and three hours laboratory.

Alternate years.

Prerequisite: Psychology 3, 4

251 PHYSIOLOGICAL PSYCHOLOGY

Sadler

A study of the physiological correlates of behavior.

Prerequisite: Psychology 3, 4

303 ABNORMAL PSYCHOLOGY

Sadler

Prerequisite: Psychology 3, 4. Open by permission to juniors and seniors.

306 HISTORY AND THEORIES OF PSYCHOLOGY

Stevens

Open to seniors majoring in Psychology and to other qualified students by permission.

315 PRINCIPLES OF TESTING

Stevens

An introduction to the principles of the construction and administration of psychological tests and the interpretation of test results. Alternate years.

Prerequisite: Psychology 3, 4 and a major in Psychology or permission

361, 362 INDEPENDENT STUDY IN PSYCHOLOGY (½ or 1)

The Department

Special experimental problems undertaken by individual students under supervision. Either term may be elected independently.

Pre- or co-requisite: Psychology 119, 210 and permission

Religion

MAXINE GARNER, Chairman
Professor

GREGORY T. ARMSTRONG
Professor

MYRON B. BLOY, JR.*
Associate Professor

A student who elects Religion as her major subject must complete at least nine units in the Department, including Religion 5, 6. Attention is called to the program in European Civilization in which the Department cooperates. Education 104 may be counted toward the Religion major by arrangement with the instructor. The form of the senior comprehensive examination requirement will be determined in consultation with students not later than the fall of the senior year.

•5X or 5Y OLD TESTAMENT

Fall term: Garner

Spring term: Armstrong

A general survey of the religious life and thought in the history of Israel. Excluded from Pass/Fail.

Open to all classes.

•6X or 6Y NEW TESTAMENT

Garner

The religious message of the New Testament writings studied in the light of their historical background and literary character. Excluded from Pass/Fail.

Open to all classes.

•12 CLASSICS OF CHRISTIAN THOUGHT

Armstrong

Selected readings from major figures in the Christian tradition, including Augustine, Boethius, Dante, Luther, Calvin, and Kierkegaard.

•30X JESUS

Armstrong

The mission, message, and significance of Jesus in the New Testament, in the Christian tradition, and in contemporary culture. A study of Christology and of Jesus movements, old and new. Alternate years.

*Part-time: Chaplain

•77 INTRODUCTION TO RELIGION

Bloy

An exploration of the character and meaning of religious experience in personal and social terms. Readings in anthropology, sociology, history, psychology, and theology, as well as in personal testimony from such people as Black Elk, Dietrich Bonhoeffer, Dorothy Day, Martin Luther King, Thomas Merton, and Elie Wiesel. The class will participate in and discuss several religious events.

101 CHRISTIAN ETHICS

Armstrong

The biblical and theological basis for Christian decision-making with reference to interpersonal relations, political life, the economic order, race, human life and death, and especially the environment. Each student is expected to write an analytical problem paper.

[102 TWENTIETH CENTURY CHRISTIAN THEOLOGY]

Garner

The development from the liberal movement through neo-orthodoxy to the work of the contemporary new theologians and a study of representative thinkers of each period.

Prerequisite: one course in Religion

[120 RELIGIOUS ISSUES IN CONTEMPORARY LITERATURE]

Bloy

A study of the crisis in Christian humanism in the twentieth century as reflected in Western literature, especially in the work of such writers as Silone, Bernanos, Camus, T.S. Eliot, Faulkner, R. P. Warren, Flannery O'Connor, and Walker Percy. Alternate years.

142 SEMINAR IN ROMAN CATHOLICISM

Armstrong

A study of Catholic history, thought, church organization, worship, and religious life. Alternate years.

[175 PHILOSOPHY OF RELIGION]

M. Hartman

The existence of God, forms of religious truth and authority, the problem of evil, religious language, religion and science. Alternate years.

203 THE HEBREW PROPHETS

Garner

The significance of the Hebrew prophetic movement, with emphasis on the great prophets before and during the Exile. Alternate years.

Pre- or co-requisite: Religion 5 or 6

[212 PAUL OF TARSUS]

Garner

Study of the life, letters, and influence of the great apostle. Alternate years.

Pre- or co-requisite: Religion 5 or 6

219Y, [220] RELIGIONS OF ASIA

Garner

The religions of India, Pakistan, China, Japan, Korea, and Indonesia. Spring term: Hinduism, Jainism, Buddhism, Taoism, Zoroastrianism. [Confucianism, Islam, Sikhism, Shinto, the new religions of Japan]. Either term may be elected independently. Satisfies the non-Western studies requirement.

224 RELIGIOUS GROUPS IN THE UNITED STATES

Armstrong

The background of the main religious bodies and their development and influence in America; detailed study of Judaism, Roman Catholicism, and Protestantism in the United States today.

Open to sophomores with permission.

261, 262 SPECIAL STUDY

The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission

[352 SENIOR SEMINAR IN RELIGION]

The Department

Fundamental problems of religion and theology, such as religious authority, understandings of man and history, Christology, and biblical criticism and theology, pursued individually and presented to the group for discussion.

Prerequisite: Senior standing, four units in the Department, and permission

Division of Social Studies

KENNETH D. GRIMM, Chairman
Associate Professor

THOMAS V. GILPATRICK
Professor

MILAN E. HAPALA¹
Professor

REUBEN G. MILLER
Professor

MICHAEL D. RICHARDS²
Professor

CATHERINE H. C. SEAMAN
Professor

PAUL C. TAYLOR
Professor

HAROLD B. WHITEMAN, JR.*
Professor

ERNEST A. DUFF**
Visiting Professor

JANE GOODALL**
Visiting Professor

GERALD M. BERG
Associate Professor

JACQUELENE M. BROWNING
Associate Professor

EDWARD H. DRAYER
Assistant Professor

JOAN R. KENT
Associate Professor

ROBERT J. LYONS
Associate Professor

CLAUDIA CHANG
Assistant Professor

MARC R. SCHLOSS
Assistant Professor

BRENT M. SHEA
Assistant Professor

ROGER FUNG CHOW**
Visiting Lecturer in Social Work

CLIFFORD A. HART, JR.**
Visiting Instructor

NICOLAI N. PETRO**
Visiting Instructor

Students who have special interests within the Division may propose interdisciplinary programs of study.

INTERNATIONAL AFFAIRS

GRIMM
Adviser

A student who elects the major in International Affairs will plan, with the adviser, a program of study which may comprise a selected area or areas or a special topic of international significance. She must complete 12 units in courses contributing to an understanding of her field, including: International Law or United Nations and World Government; Introduction to International Politics; two units in economics; and two units in either Comparative Political Systems or Modern European History chosen in consultation with the International Affairs adviser. Whenever practicable, the student is strongly advised to study the language and literature most closely related to her subject of investigation. A seminar will be offered when requested by a sufficient number of major students in International Affairs. The senior comprehensive requirement may be in the form of a written or oral examination to be determined by the adviser in consultation with the students in the fall of the senior year.

POLITICAL ECONOMY

BROWNING
Adviser

This major is focused upon the relationship between economics and government, and includes a study of the historical background of problems in political economy. A student who elects Political Economy must complete twelve units in her major field. Eight units must be taken

*Part-time: President of the College

**Part-time

¹On leave for the year 1982-83

²On leave fall and winter terms

in economics and government and must include Principles of Economics and Government of the United States. The senior comprehensive requirement may be in the form of a written or oral examination or a comparable project, to be determined by the adviser in consultation with the students in the fall of the senior year.

SOCIAL STUDIES

The Division of Social Studies includes the Departments of Economics, Government, History, and Anthropology and Sociology. It offers majors in Anthropology, Economics, Government, History, Sociology, and a combined major in Anthropology and Sociology; and divisional majors in International Affairs and in Political Economy. Miller is adviser for Economics, Grimm for Government, Berg for History, Seaman for Anthropology, and Drayer for Sociology.

A student who elects Anthropology, Economics, Government, or Sociology as her major field must complete ten units in the Division as follows: eight units in the major field, four of which must be in advanced courses numbered 200 or above, including the Senior Seminar; the remaining units are to be elected from at least two other departments within the Division. Mathematical Sciences 23, 24 or 9, 10 or the equivalent is also required for the Economics major. A student who elects the major in Anthropology and Sociology must complete ten units in the Department and two additional units from at least two other departments within the Division.

The senior comprehensive requirement for students majoring in Anthropology, Economics, History, or Sociology may be in the form of a written or oral examination or a comparable project to be determined by the appropriate department in consultation with the students in the fall of the senior year. The requirement in Government will be a written or oral comprehensive examination in the senior year.

A student who elects History as her major field must complete European Civilization 17, 18 and ten units in the Division as follows: eight units in history, at least four units of which must be advanced courses numbered 200 or above, including 351, one unit in general European history

before 1700, and one unit in American history; and two units from other departments within the Division.

A student may also devise a major program in consultation with members of the Department in a specialized area, such as British studies, medieval studies, studies in early modern European history, and studies in modern and contemporary history.

[135], 136 ASIAN CIVILIZATIONS

Fall term: Hapala

Spring term: Burrows

Fall term: The civilizations of India, Bangladesh, and Pakistan. Spring term: China and Japan. Significant periods in their social and political history; their religious, philosophical, and artistic traditions; and their interaction with Western culture. Either term may be elected independently. Specially-qualified freshmen are admitted by permission.

[352 SENIOR SEMINAR IN POLITICAL ECONOMY]

Subjects and projects are determined by the interests and needs of members of the group. Opportunity is given for independent work under supervision.

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

354 SENIOR SEMINAR IN INTERNATIONAL AFFAIRS

Grimm

Supervised independent study, with emphasis on the correlation of different approaches to international affairs.

Open by permission to seniors majoring in International Affairs and to other qualified students.

361, 362 INDEPENDENT STUDY (½, 1) Members of the Division

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Permission of the International Affairs or Political Economy adviser

ANTHROPOLOGY AND SOCIOLOGY

The Department offers three major programs: Anthropology, Sociology, and Anthropology and Sociology. For major requirements, see the introductory section, Division of Social Studies.

ANTHROPOLOGY

•7X or 7Y PHYSICAL ANTHROPOLOGY Chang

An introduction to physical anthropology, covering the patterns and mechanisms involved in man's evolution, the development of culture, and primate behavior.

•14 ANTHROPOLOGICAL ARCHAEOLOGY Chang

An introduction to the theory and methods of anthropological archaeology and a survey of some of the prehistoric societies in different parts of the world.

•112X or 112Y CULTURAL ANTHROPOLOGY Fall term: Seaman Spring term: Seaman, Schloss

The study of the cultures and social structures of non-Western man, his economy, households, religions, political organizations, and environments. The impact of Western society upon certain primitive and peasant groups is discussed.

121 CULTURE, SOCIETY, AND THE INDIVIDUAL Schloss

A detailed investigation of the relationships of the individual with his culture and the society in which he lives.

Prerequisite: Anthropology 112 or Sociology 9 or 12, or permission

123 ARCHAEOLOGY OF THE NEW AND OLD WORLDS Chang

A study of prehistoric societies in both the New and Old World. It covers the way of life in these societies, the development of agriculture, and beginnings of urbanism.

Prerequisite: Anthropology 14

124 ETHNOLOGY Chang

The study of a selection of primitive peoples and their ways of life.

Prerequisite: Anthropology 112

126 AGING AND HUMAN DEVELOPMENT Schloss

Biological, demographic, psychological, economic, and political aspects and consequences of aging of human populations and the individual, including cross-cultural data on longevity. Alternate years.

Prerequisite: Anthropology 7 or 112, or permission

213 MARRIAGE AND THE FAMILY Seaman

Analysis of marriage and family relationships in American society compared with that of non-Western society.

Prerequisite: Anthropology 112 or Sociology 9 or 12. Open to seniors without prerequisite by permission.

228 MAGIC, WITCHCRAFT, AND RELIGION Schloss

An examination of magic, witchcraft, and religion and their roles and function in primitive societies. Alternate years.

Prerequisite: Anthropology 112

243 PRIMITIVE SOCIAL ORGANIZATION Schloss

A study of the economic, political, religious, and kinship organization of selected primitive and peasant societies.

Prerequisite: Anthropology 112

261, 262 SPECIAL STUDY (½ or 1) The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission of the member of the department who will supervise the student

329 ANTHROPOLOGICAL THEORY

Seaman, Schloss

A survey of the development of theory from its roots in eighteenth-century positivism to the present.

Prerequisite: Anthropology 112, Sociology 9 or 12, and two additional units in anthropology and/or sociology

352 SENIOR SEMINAR IN ANTHROPOLOGY

Seaman

Subjects and projects are determined by the interests and needs of the group. Opportunity is given for independent work.

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

SOCIOLOGY

•9 or 12 INTRODUCTION TO SOCIOLOGY

Drayer, Shea

An introduction to the analysis of human group behavior within the context of social interaction and social institutions. Primary emphasis on the sociological perspective, methods of social science, socialization processes, and the structure of major institutions. Prerequisite to all other courses in sociology.

[104 MODERN SOCIAL MOVEMENTS]

The Department

A study of social conditions and ideological developments in Europe during the latter half of the nineteenth and the first decades of the twentieth century, leading to the emergence of politically extreme movements. Special attention will be given to a sociological-historical analysis of "Fascist" parties in France, Germany, and Italy.

Prerequisite: Sociology 9 or 12

[107 THE COMMUNITY]

An analysis of the social organization and social function of the community in human society with emphasis on the modern micro-unit, or small community, such as the Russian kolkhoz, Israeli kibbutz, Irish village, New England neighborhood.

Prerequisite: Sociology 9 or 12 or Anthropology 7

[108 POPULATION]

Seaman

An analysis of historical, contemporary, and anticipated population trends as these are related to economic and social situations of selected areas, with special reference to the United States.

Prerequisite: Sociology 9 or 12 or Anthropology 112

115 SOCIAL PROBLEMS

Shea

Theoretical explanations and empirical research relating to selected social problems in modern society. The process of problem definition is considered, with emphasis on interrelationships among social problems. Specific problems studied include inequality, aging, race, gender roles, the family, deviance, crime and delinquency, mental illness, and drugs.

Prerequisite: Sociology 9 or 12

116X or 116Y SOCIAL WORK

Chow

The basic principles of social service; types of social-work settings; standards of social work; and an introduction to methods of case work, group work, and community work.

Prerequisite: Sociology 9 or 12 and permission

[118 SOCIOLOGY OF RELIGION]

Drayer

A sociological analysis of the religious institution with particular reference to religions in America. The course is presented both from a classical sociological as well as a contemporary sociological point of view.

Prerequisite: Sociology 9 or 12

132 SOCIAL STRATIFICATION

Drayer

An examination of the forms of social inequality found in selected societies. An analysis of the development of the class structure and the development of the class state in complex Western societies.

Prerequisite: Sociology 9 or 12

206 RESEARCH METHODS

Shea

An analysis of strategies for discovery in social research, with emphasis on questionnaires, interviews, and observation. Students will have an opportunity to apply these methods in a research project.

Prerequisite: Sociology 9 or 12

207 URBAN STUDIES

Seaman

The influence of urbanization and industrialization on social organization and social institutions, with an emphasis on the Western world.

Prerequisite: Sociology 9 or 12

211 MINORITIES AND RACE RELATIONS

Drayer

An analysis of the significance of minority-group status for the individual and society, with emphasis on the relationship between personality and prejudice, the functions of prejudice in society, and the effects of prejudice on minority-group members. The application of this analysis to the United States and selected societies.

Prerequisite: Sociology 9 or 12 or Anthropology 7

224 THE SOCIOLOGY OF CRIME AND DELINQUENCY

Shea

Critical analysis of contemporary theoretical and empirical research or the sociology of crime and delinquency. Attention will be paid to the effects of crime on society as a whole.

Prerequisite: Sociology 9 or 12 or permission

243 CONTEMPORARY SOCIAL ORGANIZATION

Shea

Analysis of changing interrelationships among the family, school, and workplace in the United States over the past century, with emphasis on the present decade.

Prerequisite: Sociology 9 or 12

256 AMERICAN CULTURE AND SOCIETY

Seaman

Analysis of the interrelationships between American social structure and the dominant culture, as well as subcultures and countercultures, with emphasis on change. Specific topics include use of leisure time, patterns of consumption, and exposure to media.

Prerequisite: Sociology 9 or 12

261 or 262 SPECIAL STUDY (½ or 1) The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission of the member of the department who will supervise the student

329 THEORIES OF SOCIETY

Drayer

An examination of the development of sociological theory from its roots in eighteenth-century positivism to the present. Primary emphasis will be given to interpretations of the central problems of sociological analysis and explanation by major theorists.

Prerequisite: Sociology 9 or 12 and two additional units in Sociology

352 SENIOR SEMINAR IN SOCIOLOGY

Drayer

Subjects and projects are determined by the interests and needs of the group. Opportunity is given for independent work.

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

ECONOMICS

•3, 4 INTRODUCTORY ECONOMICS

An introduction to economic reasoning and its application in the formulation of economic policy. Fall term: The economic theory of the overall performance of the United States economy and the means of achieving full employment, stable prices, and rapid economic growth. Spring term: The economic theory of the manner in which markets determine prices and the allocation of resources, goods, and income. Special attention will be given to the economic aspect of the problems of poverty, racial discrimination, social welfare programs, and pollution. Either term may be elected independently. Three hours, a fourth hour at the discretion of the instructor.

[•20 THE ECONOMICS OF CONSUMPTION] Miller

The application of economic principles to the problems of consumption and finance of the individual and household. Special attention will be given to the analysis and solution of problems in personal finance. Alternate years.

•27 INTRODUCTION TO ACCOUNTING Lyons

An introduction to the principles underlying the collection, recording, and interpretation of accounting data. Special emphasis to be placed upon the use of information reported in financial statements.

•28 ADMINISTRATIVE AND FINANCIAL ACCOUNTING Lyons

This second course in accounting is designed to build on the fundamental concepts and develop the analytic methods which provide accounting insights into the problems of administrative decision making. Emphasis is placed on the financial concern of management, annual reports, budgets, and the statement of financial condition.

Prerequisite: Economics 27

107 MICRO-ECONOMIC THEORY

Browning

Critical study of the theory of the behavior of consumers and business firms, the determination of prices under various market structures, and the welfare implications of the allocation of resources by markets.

Prerequisite: Economics 3, 4

108 MACRO-ECONOMIC THEORY

Miller

A critical study of the nature, construction, and econometric applications of static and dynamic models for the determination of the level of income, output, employment, and prices.

Prerequisite: Economics 3, 4

•111 INTRODUCTION TO BUSINESS

Lyons

A study of the interaction among the business sector, government, and society. Particular emphasis is directed at the organized responses business had made to accommodate the needs of society within the requirements of government. Therefore, in this introductory survey, business organization, labor relations, administrative control mechanisms, distributional problems, and fundamental concepts of managerial economics will form the core of study. Alternate years.

Prerequisite: Economics 4 or permission

[150 FUNDAMENTALS OF MARKETING]

Lyons

An introduction to basic marketing and functions. Topics include market development and analysis, product planning and design, effective marketing strategy and mix, and promotional and service activities. Marketing legislation and the consumer movement will also be discussed. Alternate years.

Prerequisite: Economics 110 or 111 or permission

160 LAW FOR MANAGEMENT

Lyons

An examination of the American Legal System and selected principles of law. The case method will be utilized to illustrate and emphasize the impact of legal concepts in action, individual rights and responsibilities under the system and how the system operates from the viewpoint of organizational managers. Specific areas of the law surveyed include contracts, torts, property, corporations, and other commercial associations, as well as the related topics of commercial paper, sales, insurance, and agency. Alternate years.

180 MANAGEMENT SCIENCE

Lyons

Introduction to the use of quantitative analysis and statistical techniques in problem solving and decision making in business, public administration and non-profit organizations. Modified case study method will be employed.

Prerequisite: Economics 4 or 111 or permission

[206 COMPARATIVE ECONOMIC SYSTEMS]

Hapala

Comparison and evaluation of alternative economic systems with emphasis on market and command economies. Marxist and neo-Marxist critiques of capitalism. Socialist theories and experiences in East and West. Special attention is given to current economic trends in the United States, the Soviet Union, the People's Republic of China, and India. Alternate years.

Pre- or co-requisite: Economics 3, 4

207Y HISTORY OF ECONOMIC THOUGHT

Miller

A study of the major economists and principal schools of thought in political economy. The works of economists from the classical through the contemporary period (i.e., Smith, Ricardo, Marx, Marshall, Keynes, and others) will be considered in terms of their contribution to economic theory, the uses made of their ideas, the intellectual climate of their times, and the appraisal of the progress that has been made in economic theory, the uses made of

their ideas, the intellectual climate of their times, and the appraisal of the progress that has been made in economic thought. Alternate years.

Prerequisite: Economics 3, 4 or permission

[213 INTERNATIONAL ECONOMICS]

Miller

The principles of international trade and finance. Contemporary problems in the international economy and the formulation of policies to cope with them. Three hours, a fourth hour at the discretion of the instructor. Alternate years.

Prerequisite: Economics 3, 4 or permission

[215 CORPORATION FINANCE]

The financial organization and management of a business corporation. This course includes a study of methods of obtaining capital, financial policy, mergers, reorganization, and liquidation. Alternate years.

Prerequisite: Economics 3, 4; students are encouraged, but not required, to have had Economics 27 (Introduction to Accounting) or an equivalent course.

[216 INDUSTRIAL ORGANIZATION AND GOVERNMENT POLICY]

Browning

A study of the proper function of government intervention in the production and distribution processes of the American economy. The economic grounds for such involvement and the legal framework permitting it will be discussed. Emphasis will be placed on establishing a method of evaluating the proper relation between private incentive, government intervention, and public welfare. Alternate years.

Prerequisite: Economics 4

219 MONETARY AND FISCAL POLICY

Miller

An analysis of the formulation and application of monetary and fiscal policies directed toward the goals of economic stabilization and growth. Special attention will be given to the structure and functions of the financial system in which monetary policy operates. Alternate years.

Prerequisite: Economics 3, 4

[223 URBAN AND REGIONAL ECONOMICS] Browning

The economic structure and development of modern urban and regional environments. Critical analysis of current social problems and possible solutions. Topics covered will be problems of transportation, pollution, ghetto development, urban renewal, and government finance. Alternate years.

Prerequisite: Economics 4

225 PUBLIC FINANCE Browning

A study of the effects of government tax and expenditure programs on the allocation of resources and the distribution of income. Alternate years.

Prerequisite: Economics 4

[231 FUNDAMENTALS OF MANAGEMENT] Lyons

An introduction to the management of complex organizations. Modern organizational theory and the principles of business administration will be surveyed. Alternate years.

261, 262 SPECIAL STUDY (½ or 1) The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission

352 SENIOR SEMINAR IN ECONOMICS Browning

Subjects and projects are determined by the interests and needs of the members of the group. Opportunity is given for independent work under supervision.

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

GOVERNMENT

•5, 6 THE AMERICAN POLITICAL SYSTEM

Fall Term: Gilpatrick

Spring Term: Gilpatrick, Grimm

A study of the theory and practice of American government with some reference to state and local components of the federal system. Fall term: Models for political analysis, different authority systems (totalitarian, authoritarian, and democratic), U.S. Constitutional origins and limited government, citizen participation, problems of balancing freedom and order. Spring term: Structural-functional analysis of Congress, the Courts, the Executive and the bureaucracy; foreign and domestic policy determination, including such areas as defense, employment and inflation, tax policy, welfare, race relations, energy and the environment. Either term may be elected independently.

101,102 COMPARATIVE POLITICAL SYSTEMS

Fall Term: Petro

Spring Term: Hart

An introduction to institutional, structural-functional, and cultural approaches to the study of political systems. Fall term: Politics of industrial societies of Britain, France, Italy, and West Germany with possible references to the British Commonwealth countries and Japan. Spring term: Communist party states of the Soviet Union, Czechoslovakia, and China. Either term may be elected independently.

109 INTRODUCTION TO INTERNATIONAL POLITICS Grimm

An analysis of national power, old and new imperialisms, and the impact of technological and ideological revolution on international relations.

151 COMPARATIVE POLITICS: LATIN AMERICA Duff

An introduction to the politics and government of the twenty Latin American republics. Special attention will be given to the political development of selected Latin American political systems.

206 POLITICAL THOUGHT IN THE WEST
Gilpatrick

A study of both classical and contemporary political thought, with emphasis on relationships between classical theories and their modern formulations used in contemporary political analyses of socialist, democratic, and totalitarian systems.

Prerequisite: Two units of Government or European History or permission

[209 INTERNATIONAL LAW]

Grimm

The nature and modern sources of international law, the role of law in state decision-making, problems of legal jurisdiction, the protection of individual rights under international law, and the legal means of controlling violence and war. Case studies are used to evaluate the operations of international law in contemporary world politics. Alternate years.

Prerequisite: Government 109, 211, or permission

211 THE UNITED NATIONS AND WORLD GOVERNMENT

Grimm

A study of international organization as a system of institutions for promoting peace and welfare among sovereign states. The United Nations and its predecessors, including the League of Nations, are the main subjects of study. International regulation of the environment by specialized agencies is also studied. Alternate years.

Prerequisite: Government 109 or permission

213 PARTIES, POLITICS, AND PRESSURE GROUPS IN THE UNITED STATES

Gilpatrick

The nature and development of U.S. political parties; relation of parties to pressure groups; party organization; campaign techniques, financing, suffrage and elections; citizen participation in politics. Emphasis on functions and tendencies of present-day parties. Alternate years.

Prerequisite: Government 5, 6 or History 111, 112 or permission

[214 BUREAUCRACY AND PUBLIC ADMINISTRATION]

Gilpatrick

The administrative process in public bureaucracies, including institutional characteristics, behavior patterns, and policy outputs. Emphasis will be on seeking bureaucratic responsibility through congressional supervision, judicial review, and presidential control. Each student will select a federal department, bureau, or regulatory agency for analysis. Alternate years.

Prerequisite: Two courses in the Division or permission

[215, 216 CONSTITUTIONAL LAW IN THE UNITED STATES]

Gilpatrick

Case method analysis of the theory and practice of constitutional interpretation. Fall term: Federal court system; judicial review; changing ideas concerning federalism and the separation of powers; development of due process. Spring term: Fundamental rights and liberties of citizens, with emphasis on interpretations of the Bill of Rights and the Fourteenth Amendment through both case method and impact analysis. Field observations in county and federal district courts. Either term may be elected independently. Alternate years.

Prerequisite: Government 5, 6 or permission

[218 INTERNATIONAL POLITICS: SYSTEMS AND BEHAVIOR]

Grimm

A survey of various approaches to the study of international political systems, state capabilities, and foreign policy-making. Emphasis is on evaluating the utility of various analytical tools, including systems analysis and simulation. Alternate years.

Prerequisite: Government 109

[220 COMPARATIVE POLITICS OF SOUTH ASIA]

Hapala

Nation building in India, Pakistan, Bangladesh, Sri Lanka, and Nepal with a focus on national integration, institution building, mass mobilization, and economic development. Alternate years.

Prerequisite: Government 101 or 102 or permission

222 THE CONDUCT OF UNITED STATES FOREIGN POLICY

Grimm

A study of the formulation, conduct, and content of contemporary United States foreign policy. Alternate years.

Prerequisite: Government 109 or permission

352 SENIOR SEMINAR IN GOVERNMENT

Gilpatrick

Subjects and projects are determined by the interests and needs of the members of the group. Opportunity is given for independent work.

Open by permission to seniors who are doing major work in the division or in related interdepartmental majors.

361, 362 INDEPENDENT STUDY IN GOVERNMENT (½ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Permission

HISTORY

•EUROPEAN CIVILIZATION 17 FOCUS ON THE PAST: THE RENAISSANCE

See page 49.

•EUROPEAN CIVILIZATION 18 FOCUS ON THE PAST: ORIGINS OF THE CONTEMPORARY AGE

See page 49.

•101, 102 ANCIENT HISTORY

Wright

Fall term: A survey of ancient Near Eastern civilizations and of Greece from the emergence of the civilization of the Aegean Bronze Age to the high classical period of the fifth and fourth centuries BC. Spring term: The political and social history of Rome from the origins of the city through the high empire to the collapse of effective rule in the West in the late fourth century AD. Reading of major primary source materials in translation and of the studies of modern scholars. Either term may be elected independently. Alternate years.

103, 104 AMERICAN INTELLECTUAL HISTORY

Taylor

The evolution of basic attitudes and values as revealed in major cultural trends. Fall term: 1600 to 1855, with emphasis upon Puritanism, the Enlightenment, evangelical religion, and romanticism. Spring term: 1855 to the present, with emphasis upon Darwinian science, modernist religion, pragmatism, progressivism, and the impact of mass culture. Either term may be elected independently. Alternate years.

107, 108 HISTORY OF MODERN BRITAIN

Kent

Fall term: The Tudors and Stuarts, with emphasis on political, religious, and social change. Spring term: 1714 to the present, with emphasis on parliamentary democracy, the Industrial Revolution, and social programs. Either term may be elected independently.

Open to freshmen by permission.

•114 MEDIEVAL FOUNDATIONS OF EUROPE

Kent

A study of certain aspects of the Medieval world with emphasis on the emergence of a distinctive European civilization. Alternate years.

[•116 CENTURIES OF CRISIS, 1460-1660]

Kent

An examination of the impact on European society of some of the economic, political, and intellectual upheavals of the sixteenth and seventeenth centuries. Alternate years.

121Y TWENTIETH-CENTURY EUROPE

Richards

An examination of the major developments in the political, social, and cultural life of Europe between 1890 and the present. Alternate years.

[128 WOMEN IN AMERICAN HISTORY]

Taylor

Changing relationships between women and men in American history from 1600 to the present, with emphasis upon the changing functions and roles of women and upon varieties of feminism. Alternate years.

[129, 130 MODERN RUSSIA]

Richards

A study of major political, social, economic, and cultural developments. Fall term: Peter the Great to Alexander III. Spring term: Nicholas II to Brezhnev. Either term may be elected independently. Alternate years.

[131 ORIGINS OF THE UNITED STATES, 1600-1788]

Taylor

A survey of early American history, with emphasis upon social change. Alternate years.

133 HISTORY OF THE UNITED STATES, 1789-1900

Taylor

A survey stressing the establishment of political parties, the Civil War, and the industrial and agricultural revolutions.

134 THE UNITED STATES, 1900 TO THE PRESENT

Taylor

Major trends in politics, society, the economy, and foreign policy.

142 MODERN GERMANY AND AUSTRIA

Richards

From 1815 to the present. Alternate years.

[149 FRANCE IN TRANSITION, 1770-1870]

Richards

A review and analysis of the profound changes in the political, social, and economic structures of France in the period. Attention is also paid to the significance of these changes to the other areas of Europe. Alternate years.

169 AFRICA IN WORLD AFFAIRS

Berg

An historical survey of modern African diplomacy. The course will study the recent history of African political and social conditions which affect foreign policies and recent changes in the superpowers' policies toward Africa. Emphasis on southern Africa. Satisfies the non-Western studies requirement.

172 AFRICAN HISTORY

Berg

A survey of African history concentrating on the development of pre-colonial states from the twelfth to nineteenth centuries and the transformation of African society during the colonial period in the twentieth century. Satisfies the non-Western studies requirement.

[201 REVOLUTIONS IN THE MODERN WORLD]

Richards

A comparative study of the phenomenon of revolution using the techniques and findings of such disciplines as psychology, sociology, and economics, in addition to those of history and political science. Beginning with the emergence of this phenomenon in the seventeenth century, the course traces its growth and development to the present day. Alternate years.

Prerequisite: Two units in the Division of Social Studies.

205 STUDIES IN BRITISH HISTORY: TUDORS AND STUARTS

Kent

Special topics to be selected from the reigns of Henry VIII, Elizabeth I, James I, and Charles I. Topics will vary from year to year and may focus on either the Tudors or the early Stuarts. Alternate years.

Prerequisite: History 107 or permission

206 STUDIES IN BRITISH HISTORY: THE TWENTIETH CENTURY

Kent

Political, economic, and social changes in post-World War II Britain, and tracing of these changes to earlier periods. Attention given both to Britain's changing international position and to changes within the British Isles. Alternate years.

Prerequisite: History 108 or permission

212 STUDIES IN AMERICAN HISTORY

Taylor

The study of selected problems in American history from 1600 to the present.

Prerequisite: History 103, 104 or 133, 134 or permission

[213 PRE-INDUSTRIAL SOCIETY IN FRANCE, ENGLAND, AND THE AMERICAN COLONIES] **Kent**

A comparative study of certain aspects of these societies in the period 1600-1760. Topics include economic and demographic characteristics, social stratification and social mobility, patterns of authority, marriage and inheritance patterns, the position of women, literacy and education, and popular "mentalities," including beliefs in magic and witchcraft. Alternate years.

Prerequisite: History 107 or 131 or 116, or by permission

[231 STUDIES IN RECENT AMERICAN DIPLOMATIC HISTORY]

Whiteman

Selected topics in the foreign policy of the United States in the twentieth century, with emphasis on changing guidelines and principles.

Prerequisite: Open by permission to majors in the Division of Social Studies

[237 MODERN AMERICA, 1920 TO THE PRESENT]

Taylor

The rise of federal power, the evolution of the industrial system, the development of popular culture, and the growth of cultural pluralism. Alternate years.

Prerequisite: History 134 or permission

[250 CRIME AND PUNISHMENT IN EARLY MODERN ENGLAND]

Kent

Introduction to English common law and the legal system from about 1400 to 1800, with an examination of the social history of crime during this period. Special attention given to the evidence of local criminal court records and to patterns of crime among ordinary people. Other topics include legal education and the Inns of Court, medieval outlaws and aristocratic criminal bands,

female criminality, laws of treason, and treason trials. Alternate years.

Prerequisite: Two units in the Division of Social Studies or permission

[251 INDUSTRIAL SOCIETY IN NINETEENTH-CENTURY EUROPE]

Richards

An analysis of changes in social structures, organization of work, attitudes, and values in Europe from the 1790's to the eve of World War I. Evidence will be drawn primarily from the experience of Great Britain, France, and Germany. Alternate years.

Prerequisite: European Civilization 18 or permission

[252 HIGH CULTURE AND POPULAR CULTURE IN EUROPE, 1890-1970]

Richards

A study of high culture — political, economic, and social theories; the arts, literature, and music; philosophical and religious thought. Attention also paid to aspects of popular culture such as the customs, traditions, and assumptions of particular occupational and social groups within particular national societies and mass market publications, movies, radio, television, entertainment, and professional sports. Links between high culture and popular culture and their interrelationship will be examined as well. Alternate years.

Prerequisite: European Civilization 18 or permission

[254 EUROPE BETWEEN THE WARS: CULTURE, SOCIETY, AND POLITICS]

Richards

A detailed analysis of political events, social trends, and intellectual and cultural developments in Europe from 1919 to 1939. Emphasis placed on the reading of primary sources. Alternate years.

Prerequisite: European Civilization 18 or permission

256 WAR AND SOCIETY IN MODERN EUROPE **Berg**

The study of war will illustrate connections between social organization, technology, and values in various periods in early modern and modern Europe. The course will conclude with an historical view of current issues concerning nuclear war. Alternate years.

Prerequisite: European Civilization 17 or 18 or one unit in European history

261, 262 SPECIAL STUDY IN HISTORY **The Department**

Special topics pursued by students individually or in small groups under supervision. Either term may be elected independently.

Prerequisite: Permission

273 THE AMERICAN REVOLUTION **Taylor**

The late colonial period, the prerevolutionary crisis and debates, the struggle for independence, the emergence of nationality, and the new national governmental system. Alternate years.

Prerequisite: History 131 or permission

351 SENIOR SEMINAR IN HISTORY **Berg**

The seminar will deal with the question "What is history?" Primarily this will involve an examination of some of the best works of historians in the last few years. It will also consider ways in which people organize, analyze, and interpret past experience.

Prerequisite: Open by permission to seniors

361, 362 INDEPENDENT STUDY IN HISTORY **(½ or 1)** **The Department**

Research on a topic determined in advance by a student and her adviser. Either term may be elected independently.

Prerequisite: Permission

Theatre Arts

RONALD A. DAVIES, Chairman
Assistant Professor

EIJA CELLI***
Associate Professor

HERBERT RAND
Assistant Professor and Technical Director

MICHAEL E. STEARNS***
Instructor

THE DEPARTMENT OFFERS MAJORS in Theatre Arts and in Dance.

The major in Theatre Arts is based on Theatre Arts 21 and 22. The student must also complete Theatre Arts 101, 123 or 124, 283, 284, 289, 290, 301, and 302. The work of the major must also include the following courses in the Department of English: either 225 or 226, either 279 or 280, and at least one additional unit selected from among 223, 225, 226, 279, 280, or approved Winter Term courses. The student must complete a directing or design project and, in her senior year, a three-hour comprehensive examination.

A student who elects Dance as her major must complete Theatre Arts 101, 121, 122, 123, 124, 201, 202, 283, and 284. The work of the major must also include Music 7 and 8 or their equivalent and one additional course in the fine or performing arts. In her senior year the student majoring in Dance must present a dance recital and take a three-hour comprehensive examination.

THEATRE

•2 PUBLIC SPEAKING **The Department**

An introduction to informative, argumentative, and persuasive modes of address: traditional rhetorical principles of organization, audience analysis, and effective delivery will be applied in class. Enrollment limited to 15 (25 if the course can be scheduled with an extra meeting or lab section).

***Joint appointment with Physical Education

•21,22 HISTORY OF THE THEATRE **Davies**

A history of physical theatre from antiquity to the present. Fall term: The Greeks to 1640. Spring term: 1640 to the present. Either term may be elected independently.

101 TECHNICAL THEATRE I **Rand**

Introduction to the technical aspects of theatre production: backstage organization and management, theatre architecture and mechanics, theatre drafting, scenic materials, painting, and lighting. A thorough training in scene shop functions and construction of various types of scenery.

Not open to freshmen.

102 TECHNICAL THEATRE II **Rand**

Advanced study in the technical aspects of theatre production: lighting theory and design, complex stagecraft and rigging, perspective drawing and rendering. Principles of theatre design and basic design technique.

Prerequisite: Theatre Arts 101

161, 162 SPECIAL STUDIES **The Department**

Topics in dramatic literature, history of the theatre, or stage production pursued by individual students under supervision. Either term may be elected independently.

Open, with permission of the Department, to specially qualified sophomores and spring-term freshmen.

[283, 284 DRAMATIC LITERATURE AND THEORY]

A study of selected plays and critical writings from antiquity to the present. Fall term: Classical and neo-classical drama, with emphasis on the relationships between the two. Spring term: Drama from the eighteenth to the twentieth centuries, with emphasis on romanticism. Either term may be elected independently. Alternate years.

Prerequisite: Theatre Arts 21, 22 or permission

289 ACTING **Davies**

Theatrical presentation as a critical approach to dramatic literature. Reading, discussion, and performance to develop the student's powers of expression. Alternate years.

Prerequisite: Theatre Arts 21, 22.
Sophomores admitted by permission.

290 DIRECTING **Davies**

Studies in approaches to directing, past and present, with practical application to one-act plays directed by the students. Alternate years.

Prerequisite: Theatre Arts 289 and permission

301, 302 PRODUCTION AND PERFORMANCE (½, ½) **Davies and Visiting Artists**

Ensemble participation in technical production and play performance: acting, stage design, and construction stage management, make-up, publicity, and backstage crew work. Either term may be elected independently.

Prerequisite: Theatre Arts 101 or 289

361, 362 INDEPENDENT STUDY IN THEATRE ARTS **The Department**

Special topics in dramatic literature, history of the theatre, stage production, or dance theatre pursued by individual students under supervision. Either term may be elected independently.

Open with permission to juniors and seniors.

DANCE

•121, 122 DANCE HISTORY

Celli

A general survey including the anthropological aspects of dance. Fall term: Dance in primitive cultures and its development in the western world up to the Renaissance. Spring term: Renaissance to contemporary dance. The dance in the Orient. Alternate years.

•123, 124 INTRODUCTION TO DANCE COMPOSITION

Stearns

Basic elements of dance composition; analyses of rhythmic movement in terms of space, time, and force. Emphasis on theme and development and on enlarging personal movement vocabulary. Either term may be elected independently. Three hours of technique, four hours of studio work, related reading materials.

201, 202 INTERMEDIATE DANCE COMPOSITION

Celli

Lectures and studio work in principles of movement as related to performing techniques. Experimentation with different contemporary points of view. Solo and small group compositions. Three hours studio and a dance technique class to be taken concurrently; related reading materials, rehearsals.

Prerequisite: Theatre Arts 123, 124

261, 262 SPECIAL STUDY IN DANCE

Celli

Experience in group choreography and dance production. Problems in synthesis of literature, art, music, dance. Works to be performed in dance recital in the spring. Three hours studio and a dance technique class to be taken concurrently.

Prerequisite: Theatre Arts 201, 202

365, 366 DANCE REPERTORY

Celli

Dance works by faculty, students, and visiting artists as a learning experience for the dance student in terms of different styles and trends in choreography.

Prerequisite: Advanced students by audition only.



Academic Regulations

ADVANCED PLACEMENT AND EXEMPTION

Exemption from one or more of the degree requirements and/or admission to advanced courses may be granted on the basis of the Advanced Placement Tests of the College Entrance Examination Board or, in some cases, placement tests taken at Sweet Briar. Requests for information about the Advanced Placement Tests should be made to the College Entrance Examination Board or the student's high school counselor.

Since the College wishes to enable every student to advance at a rate commensurate with her ability and previous preparation, any student who has not participated in the Advanced Placement Program but believes that she is capable of doing the work of an advance course or should be exempted from a degree requirement may so indicate to the Dean. Placement tests and conferences with department chairmen will be arranged to meet the needs of such students.

A student who receives a score of 4 or 5 on an Advanced Placement Test will be granted two units of credit for a year's course and one unit for a semester's course as well as exemption from both the department's introductory course, if there is one, and any appropriate distributional area requirement. Neither credit nor exemption will be granted for a score of 3 or below.

Placement tests in a few subjects will be given at Sweet Briar during the opening week of the college year and a student who demonstrates unusual ability in a test taken at Sweet Briar may be given credit as well as exemption at the discretion of the department concerned. Only those freshmen who receive 600 or better in the English Achievement test will be permitted to take a test in composition at Sweet Briar on the basis of which they may be exempted from English 1. A student who is so exempted is eligible to take a 100-level course in English.

Students who request advanced placement in studio art must submit a portfolio for review by the studio instructors.

If a student considers herself sufficiently experienced in one of the activities offered in physical education to meet the aims stated for the degree requirement, she may apply in writing to the department chairman for exemption from the requirement.

Language Placement Tests

All students who wish to continue any modern foreign language offered for entrance must take placement tests to determine which courses they may take. Either the Achievement Tests of the College Entrance Examination Board taken in high school or the equivalent given at Sweet Briar may be used as the basis for placement.

Not more than two first-year modern languages may be credited toward the degree.

Students who elect Latin and offer three units at entrance will take a placement test to determine which course they should take.

CLASS ATTENDANCE

The College maintains that regular class attendance is essential to its educational plan. It is the responsibility of the student to attend class and to keep up her work.

GRADES AND QUALITY POINTS

Grades are assigned as follows: *A*, excellent; *B*, good; *C*, satisfactory; *D*, poor but passing; *F*, failure. Quality points are to be counted as follows: *A*, 4; *B*, 3; *C*, 2; *D*, 1; *F*, 0. For every unit of minus, 0.3 quality point is subtracted. The plus symbol may be used with grades of *B*, *C*, and *D* only; the minus symbol may be used with *A*, *B*, *C*, and *D*.

The credit ratio is the ratio of the total number of quality points to the total number of units taken, a credit ratio of 2.000 being equivalent to a *C* average. *Incomplete* indicates that a substantial piece of required work in a course has not been completed because of exceptional circumstances which merit an extension of time.

A student transferring from another college or offering summer school work for credit is required to have for graduation a credit ratio of 2.000 for the work pursued at Sweet Briar College.



ELIGIBILITY

A student whose work is markedly below the average of C at the end of any academic term may be declared ineligible to return to the College or may be advised to withdraw.

EXAMINATION

Examinations are given in all courses at the end of each term, unless the instructor concerned decides upon some other means of testing. Students schedule their examinations themselves within the period provided in the official calendar for the term.

All tests and examinations are given under the Honor System. Any violation of its requirements constitutes a serious offense.

PASS/FAIL

A student with a cumulative credit ratio of at least 2.000 may, with the approval of her adviser, take one course each term on a *Pass/Fail* basis. A student in her first term at Sweet Briar is not eligible for this option.

REGISTRATION

Students, both new and returning, must complete their registration for courses on the dates specified in the official calendar each year. Failure to register at the specified time will entail a late registration fee. All students are expected to attend the Opening Convocation on the date designated in the calendar.

Boarding students must report their arrival at the College in September to the Office of the Dean of Student Affairs on a form provided by the office.

MISCELLANEOUS REGULATIONS

Withdrawal

A student who wishes to withdraw from college during the academic year must present to the Dean the written approval of her parents or guardian stating the reasons for withdrawal. She must clear all financial obligations before honorable dismissal can be granted.

The College reserves the right to exclude at any time any student whose conduct or academic standing it regards as unsatisfactory.

Readmission

Readmission after withdrawal from Sweet Briar is not automatic. Application for readmission should be made to the Dean of the College.

Honors and Awards

ACADEMIC HONORS

General Honors of three ranks — *cum laude*, *magna cum laude*, *summa cum laude* — are awarded to members of the graduating class on the basis of their academic record for the entire course. Candidates under the Honors Program may receive departmental citations: with honors, high honors, or highest honors.

Dean's List

At the end of each fall and spring term the Dean prepares a list of members of the three upper classes who have shown outstanding ability and achievement in the work of the term.

Freshman Honor List

Freshmen who achieve an outstanding record in the fall term are recognized in February.

Junior Honors

Junior Honors are awarded at the Opening Convocation to the highest-ranking members of the junior class.

Emilie Watts McVea Scholar

Each year the College recognizes academic achievement by conferring upon the highest-ranking member of each class the honorary title of Emilie Watts McVea Scholar, a designation which bears the name of the second president of Sweet Briar College.

Phi Beta Kappa Society

Phi Beta Kappa Society authorized a charter for the Theta chapter of Virginia at Sweet Briar College in 1949. Each year the chapter elects to membership seniors of high scholastic attainment; it may also elect juniors of exceptional ability.



Tau Phi

Tau Phi is an honorary society organized for the purpose of upholding the principle of a liberal arts education — the broadening of the mind by contact with the many fields of human knowledge. The membership is composed of a limited number of upperclassmen chosen in recognition of their scholarship, character, and aesthetic sensitivity, as well as their interest and participation in the intellectual growth of the College. Throughout the year the society assists the Lectures Committee to encourage attendance at lectures, plays, and concerts and to arrange hospitality for visiting speakers.

UPPERCLASS AWARDS

The Alumna Daughter Scholarship was established in 1974 by the Executive Board of the Alumnae Association to honor an alumna daughter in either the junior or senior class who has demonstrated while at Sweet Briar the traditions of sound learning and social responsibility which have characterized the alumnae of the College since its founding. Carries monetary award only in case of need.

The Mary Kendrick Benedict Scholarship was established in 1945 by former students, colleagues, and other friends of Dr. Mary Kendrick Benedict, the first president of Sweet Briar College. Income from this fund is to be used as a scholarship for an upperclass student of high academic standing and personal integrity, who has shown a purpose for service in her college experience. Carries monetary award only in case of need.

The Juliet Halliburton Burnett Scholarship was established in 1974 by R. Walker Martin to honor and recognize the outstanding and devoted service to Sweet Briar College of Juliet Halliburton Burnett Davis, Class of 1935, a former Overseer, Director, and President of the Alumnae Association. The income is used to provide a merit award to an outstanding upperclass student chosen from participants in the Sweet Briar Environmental Studies Program

The Manson Memorial Alumnae Scholarship was established by the alumnae in memory of N.C. Manson, Jr., to give recognition each year to an upperclass student of high academic standing who shows qualities of leadership and makes a constructive contribution to student life. Carries monetary award only in case of need.

The Everingham Rickards and Captain Garrett V.S. Rickards Memorial Scholarship was established in 1974 by Mrs. Everingham Rickards, Class of 1910, in memory of her son who died in World War II and her husband. This award is given to one or more members of the rising sophomore class who best demonstrate potential for leadership, academic excellence, and community involvement, which have distinguished the College throughout its history.

PRIZES

The Jean Besselièvre Boley Fund was established by the parents and husband of Jean Besselièvre Boley of the Class of 1935, to encourage interest in creative writing. The fund provides a prize of \$100 to the student submitting the best short story entered in the annual competition. It may also provide a grant-in-aid for a junior or senior with demonstrated ability in creative writing who requires financial assistance and is recommended by the Dean.

The Marcia Capron Award was established by John D. Capron in honor of his wife. This award is given at commencement to a senior for excellence in French.

The Penelope Czarra Award was established by the parents of Penelope Lane Czarra of the Class of 1975 to honor the senior who best combines scholastic achievement, student leadership, effective contributions to the improvement of the quality of student life at Sweet Briar.

The Helen McClure Gager Award in Chemistry was established by the husband, family, and friends of Helen Gager, associate professor of chemistry, who taught at Sweet Briar from 1976 to 1980. The award recognizes a member of the Sweet

Briar community — student, faculty, or other — who has done distinguished work in the field of chemistry.

The Wall Street Journal Student Achievement Award for Excellence in Economics is presented at commencement to an outstanding economics major.

The Lawrence Nelson Award was established in 1971 in memory of Professor Nelson, who taught English at Sweet Briar from 1946 to 1970. It is awarded each year to a senior chosen by the Department of English for general excellence in English.

The Martha von Briesen Prize in Photography was established by the Alumnae Association in honor of Martha von Briesen, Class of 1931, for her many years of outstanding service to the College as director of public relations. A prize of \$25 is awarded to a graduating senior who has made outstanding achievements in the field of photography as a fine art.

The Leigh Woolverton Prize for Excellence in the Visual Arts was established in memory of Leigh Woolverton, Class of 1982, by her mother, family and friends.

GRADUATE FELLOWSHIPS

The Helen K. Mull Psychology Scholarship was established by the bequest of Helen K. Mull, professor of psychology at Sweet Briar from 1927 to 1958. It is awarded to the highest ranking psychology major in the graduating class for graduate study in psychology.

The Anne Gary Pannell Graduate Fellowship in History was established to honor the fifth president of the College by Dorothy Stimson, visiting professor of history at Sweet Briar in 1956. The fellowship, to encourage high standards of scholarship in history, is awarded annually to an outstanding senior history major who plans graduate study.



Admissions

Admission to Sweet Briar College is open to students of varied backgrounds, talents, interests, and experience, who want to pursue an education in the liberal arts. The Committee on Admissions selects applicants who present evidence of a strong academic foundation, scholastic ability and motivation, and strength of character.

CAMPUS VISITS

Prospective students are invited to visit the College for interviews and campus tours at any time during the year. While college is in session, attendance at classes, appointments with faculty members, and overnight stays in the dormitories may be arranged. The Admissions Office is open from 8:30 a.m. to 4:30 p.m. Monday through Friday throughout the year and on Saturday mornings (by appointment) from opening week in September until Commencement in May.

Special weekends for prospective students are held several times during the year. For information about all campus visits, write or telephone the Admissions Office (804-381-5548).

Those who are unable to come to Sweet Briar may talk with a member of the Admissions Office staff who is visiting schools in their area.

ADMISSION TO THE FRESHMAN CLASS

A candidate's secondary school program should consist of at least four academic courses each year with a minimum total of 16 academic units, including English, foreign language, mathematics, science, and social studies. Candidates may also offer units in art, drama, humanities, music, philosophy, psychology, religion, sociology, speech, or topical studies.

Four years of English are required. In addition, a typical program might include three to five units of sequential work in foreign language; three units in mathematics (two in algebra and one in plane geometry); at least one unit in history and one in a laboratory science.

Consideration also is given to applicants who offer programs which differ from these

recommendations. In evaluating programs, the Committee on Admissions seeks assurance that the candidate has a sound academic preparation.

Sweet Briar recognizes the purposes of the Advanced Placement Examination. A student who has a score of 4 or 5 on an Advanced Placement Test will automatically receive college credit; exemption will be granted if the subject represents a particular requirement. Neither credit nor exemption will be granted for a score of 3 or below.

The Director of Admissions is glad to advise prospective candidates about their programs, especially if they have questions about courses they wish to offer for admission. Before applying, students may submit school records with a list of proposed senior subjects and may request a preliminary evaluation of their chances for acceptance.

The Committee on Admissions meets during February and March and letters of acceptance are mailed between March 1 and April 15.

Information about financial aid will be found on page (101).

APPLICATION CREDENTIALS

Application for admission should be made before March 1 on an application form supplied by the College and accompanied by a nonrefundable application fee of \$20. Letters of acceptance are mailed between March 1 and April 15. The following credentials are required:

- a) *Application Form*, including a series of short essay questions, giving each applicant an opportunity to write about her interests and activities.
- b) *School Records*. Applicants must submit a preliminary transcript of their work from 9th through 11th grades.
- c) *A recommendation of character and academic promise* from their college counselor, including information about the candidate's interests, attitudes, and activities as a member of the school community.
- d) *Tests of the College Entrance Examination Board*. All applicants for the freshman class must take the



Scholastic Aptitude Test before February of the year of entrance. Three achievement tests are required of all matriculants but need not be presented with the application.

- e) *Social Security number.*

The three Achievement Tests may be divided between the junior and senior years. One of these must be English (preferably the English Essay Test, offered in December); the other two are chosen by the candidate. A candidate who expects to continue a language she has studied in secondary school should take a language Achievement Test; a score of 600 or above exempts a student from the foreign language requirement. The results of achievement tests are used both for guidance in admission and in planning the student's program in college.

EARLY DECISION PLAN: FIRST CHOICE

Well-qualified candidates who have decided that Sweet Briar is definitely their first choice should consider the Early Decision Plan. The Committee on Admissions notifies early candidates of its decision by

December 1. Candidates for Early Decision should:

- a) File application for admission before November 15.
- b) Send all credentials and other information, including scores from SAT, to the College by November 15. If an early candidate has not completed the three Achievement Tests before November 15, she may send these scores later in the year.
- c) Agree that, if accepted, they will withdraw all applications at other colleges and submit the non-refundable room reservation fee of \$300 by January 15.

Early Decision Financial Aid candidates will be notified of action taken on their aid applications by December 1, or as soon as all financial forms have been received at the College, prior to the January 15 room reservation deadline.

Early acceptances are made with the understanding that the work of the senior year will continue to be of high quality.

Some applicants may be notified that the Committee on Admissions wishes to receive the first semester senior grades before making a decision. These will be deferred for consideration with the regular applicant group.

ADMISSION WITH ADVANCED STANDING

Sweet Briar welcomes applications each year from qualified students who wish to enter with advanced standing from other colleges or universities. Candidates should fulfill the requirements for admission to the freshman class, including the Scholastic Aptitude Test but not the Achievement Tests of the College Entrance Examination Board, and should have completed at least one full semester of college work. They should present the following credentials to the Director of Admissions:

- a) An official transcript of secondary school records.
- b) An official transcript of record from the college attended.
- c) A catalog showing descriptions of the courses taken.
- d) A recommendation from the Dean or other official of the college, on a form to be supplied by Sweet Briar.

The application deadline for fall entrance is August 1 and for spring entrance is November 15.

Notification of acceptance or rejection is sent to the applicant shortly after all credentials are complete.

Students who transfer to Sweet Briar from four-year or junior colleges accredited by their regional associations will receive tentative credit for courses in which a grade of C or better has been obtained and which satisfy the aims of liberal arts courses as interpreted at Sweet Briar College. Not more than 19 units, or 57 semester hours, from another institution will be allowed toward the 38 units or 114 semester hours required for the Sweet Briar degree. Courses offered to satisfy distribution requirements must conform in content to courses given at Sweet Briar. Confirmation of credit depends upon the quality of student's work in her first year at Sweet Briar.

ADMISSION OF DAY STUDENTS

Applicants who live in the vicinity of Sweet Briar and who qualify for admission may enroll as day students.

OTHER ADMISSIONS

Early Admission

Candidates who wish to graduate early from secondary school will be considered for admission; they should present evidence of unusual academic performance and maturity.

Part-time Students

Part-time students are welcomed at Sweet Briar and are advised to apply to the Dean for information on courses offered. The fee for a course taken for academic credit, and for which the College will provide a record and grade report, will be based *pro rata* on the tuition charge to full-time students. Upon application and proof of need, a limited amount of financial aid is available for those unable to pay the full course fee. For fee information contact the Admissions Office.

Continuing Education Program

Part-time students may take continuing education courses scheduled in the evening, Monday through Thursday, or regularly scheduled daytime courses, for credit or noncredit. A brochure describing the Continuing Education Program is available from the Director, Continuing Education Program, Sweet Briar College.

Adult Education/Degree Program

Sweet Briar encourages and is committed to helping women of nontraditional college age to begin or continue their college education. *Turning Point*, the Sweet Briar Adult Education/Degree Program, is a flexible and supportive program established for the mature returning student. A student may elect to enroll in the program either full- or part-time. Credits previously earned at an accredited institution may be transferred. For a special application, as well as for information on fees, scholarships, and financial aid, contact the Admissions Office.

Financial Aid

The purpose of the financial aid program at Sweet Briar College is to provide monetary assistance to students who have been admitted but who, without financial aid, would be unable to attend college. The College makes every effort to provide aid in the form of grants, loans, and campus employment opportunities to students who demonstrate need. Approximately 60 percent of the student body receives some kind of financial aid, and the average award, all factors considered, is \$4,800. Awards are made for one year and are subject to renewal if financial need and academic eligibility continue.

It is an honor to receive an award. The Committee on Financial Aid expects students receiving grant assistance from the College to maintain good academic standing.

FINANCIAL NEED

The Committee on Financial Aid calculates the amount of each student's award. Need is determined by a review of information submitted on the Financial Aid Form (FAF) of the College Scholarship Service and on the student's estimated yearly budget, which gives evidence of her willingness to assume some responsibility for her educational costs through savings, earnings, and loans.

OTHER REQUIREMENTS

All financial aid recipients are expected to apply for any state or federal grants for which they may be eligible, such as the Pell Program (BEOG), the Virginia Tuition Assistance Grant Program, and the Virginia College Scholarship Assistance Program. Eligible students may receive part of their aid from Sweet Briar through the federal Supplemental Educational Opportunity Grant Program.

Sweet Briar is a National Merit Scholarship sponsor and interested students are encouraged to investigate the National Merit Program.

APPLICATION PROCEDURE

Sweet Briar is a member of the College Scholarship Service of the College Entrance Examination Board. The participating colleges agree that financial aid should be awarded to students only after careful consideration of their financial need. Parents of entering students who wish to apply for aid must file a Financial Aid Form (FAF) supplied by the College Scholarship Service. This form may be obtained from the candidate's high school or from:

The College Scholarship Service
Box 176
Princeton, New Jersey 08540
or
Box 1501
Berkeley, California 94701

The applicant must also file a Sweet Briar application. Requests for financial aid forms should be made in time to file the applications by March 1 of the year of entrance.

AWARDS FOR NEW STUDENTS

Awards for freshmen are based upon the criteria stated above. Freshmen applicants are expected to present a reasonable secondary school academic record.

Freshmen will be offered an aid package in the form of a grant and self-help package. A freshman may elect to earn part of the self-help portion of her award in a campus job, or she may borrow the full amount from one or more of the College's loan funds.

Early Decision Candidates

Candidates applying under the Early Decision Plan must submit their applications by *November 15*.

Advanced Standing Candidates

Students who enter with advanced standing are eligible for financial aid on the basis of demonstrated need and strong scholastic and personal credentials. Candidates should submit the FAF and an aid application by *March 1* of the year of entrance.

AWARDS FOR UPPERCLASSMEN

Financial Aid is available to upperclass students who establish financial need and maintain satisfactory academic standing and a good record of college citizenship. Aid is usually given as a combination of a grant from the College, a loan, and campus employment. The amount which a student is expected to earn during the school year is generally proportionate to the total need. Loans offered range between \$400 and \$1,500 (or more, in unusual circumstances) each year.

Application Deadlines

Financial aid applications for currently enrolled students must include the Financial Aid Form (FAF) and the Sweet Briar application. These forms should be submitted before March 1.

AWARDS FOR INTERNATIONAL STUDENTS

Each year Sweet Briar offers financial aid, if resources are available, to a few students from other countries. These awards, based on demonstrated need, may be as large as the comprehensive fee (room, board, and tuition). The awards are provided by the College and by special gifts. An international student applicant must submit the Financial Aid Application for Students from Foreign Countries.

The following special awards are also available to international students:
The Martha Lucas Pate Scholarship. Established in 1969 by the Executive Board of the Alumnae Association to aid international students.

St. Andrews Scholarship. Since 1950, a full-expense grant has been offered annually to a student from the University of St. Andrews in Scotland.

Special French Scholar. A full-expense grant is offered to a French student recommended by the Sweet Briar Junior Year in France Program in Paris for study at Sweet Briar.

NOTIFICATION OF AWARD

Applicants for financial aid who have been accepted for admission will be notified of the decision on their financial aid application as soon as possible after the receipt of the information requested above. The College reserves the right to adjust an aid offer if the student's financial situation is changed by an award received subsequently from outside sources or by a material improvement in the finances of the applicant or her family. Names of recipients and amounts of aid will not be announced publicly and all information supplied the Office of Financial Aid is confidential.

If the candidate enrolls at Sweet Briar, her parents are expected to submit a copy of their latest Federal Income Tax Return by June 1. Financial aid awards are not final until the IRS form is submitted.

SCHOLARSHIPS

Sweet Briar Scholars

The Sweet Briar Scholarship is the College's highest merit award. Ten freshmen and one transfer student will receive this prestigious award of \$1,500, plus a \$150 credit at the College Book Shop. To be eligible, a student must rank in the top ten percent of her senior class and have a minimum combined score of 1,200 on the Scholastic Aptitude Test.

Rewards are renewable for four years; continuation as a Sweet Briar Scholar depends upon maintaining a satisfactory academic record (3.3 suggested), as reviewed annually by the Honors Committee of the faculty.

Pannell Scholarships

Pannell Scholarships, named after Anne Gary Pannell Taylor, president emeritus of Sweet Briar College, are the College's newest awards. Ten freshmen who have demonstrated academic excellence and made major contributions to school and community life will receive these awards of \$1,250, plus a \$150 credit at the Book Shop. These scholarships are re-awarded each year to ten students from each class on the basis of academic achievement.

Carter Leadership Award

The Atlanta to Sweet Briar Carter Leadership Award, established by Mr. and Mrs. Frank Carter (Jane Munnerlyn, Class of 1950), makes available \$1,000 toward the tuition of an incoming freshman from Atlanta. The award is made on the basis of leadership, above average academic record, athletic promise, and interest in such activities as drama, music, and art. Financial need is considered but is not a criterion.

Scholarships from Special Gifts

The Robin S. Cramer Memorial Scholarship was established by Mr. and Mrs. W. Ford Cramer, Jr., parents of Robin Cramer, Class of 1977, to provide an annual financial aid grant for an upperclass student who has established a distinguished academic record, with preference given to one who is active in the riding program at any level.

The Margaret Cramer Crane Memorial Scholarship was established with a bequest from the estate of Margaret Cramer Crane, Class of 1927, to provide a scholarship for a daughter or granddaughter of a Sweet Briar alumna.

The Frueauff Foundation Scholarship, a gift of the Frueauff Foundation, is awarded to students with demonstrated financial need.

The Marie L. Rose Huguenot Scholarship makes available \$1,000 a year to students of Huguenot ancestry nominated by the College for award by the Huguenot Society of America. Special application forms are available from the College's Office of Financial Aid. The College is permitted to have two scholars per year.

The Virginia E. Ranney Memorial Scholarship Fund, established by the Ranney family and friends of Virginia E. Ranney, Class of 1970, is awarded to an incoming freshman who exhibits a creative, imaginative mind, integrity, strength of character, and a genuine enthusiasm for academic pursuits.

The Mary Mackintosh Sherer Scholarship, established by the Class of 1939, her husband, and friends, is awarded to a rising junior who is both a leader and a scholar, and who performs her collegial duties with dignity, fairness, and devotion.

Alumnae Club Scholarships

Amherst, Va.
Austin, Tex.
Baltimore, Md.
Baton Rouge, La.
Boston, Mass.
Southern California

The Allen Bagby MacNeil Scholarship

Central Ohio
Charlotte, N.C.
Charlottesville, Va.
Chattanooga, Tenn.
Chicago, Ill
Cincinnati, Ohio
Cleveland, Ohio
Colorado
So. Connecticut (Fairfield Co. Club)
Dallas, Texas

The Sarah Adams Bush Scholarship
Georgia (Atlanta Club)

The Mary Clark Rogers Scholarship
Greensboro, N.C.
Houston, Texas
Indianapolis, Ind.
Long Island, N.Y.
Louisville, Ky.
Lynchburg, Va.
Minnesota
Montgomery, Ala.
Nashville, Tenn.
New England (Boston Club)
New York, N.Y.

The Connie M. Guion Scholarship
Northern New Jersey
Peninsula of Virginia
Philadelphia, Pa.
Pittsburgh, Pa.
Princeton, N.J.
Region VIII (Birmingham, Ala.)
Richmond, Va.

The Elizabeth Maury Valentine Scholarship

The Eugenia Griffith Burnett Scholarship

Roanoke, Va.
Rochester, N.Y.

The Phoebe Rowe Peters Scholarship
Seattle, Wash.
St. Louis, Mo.

Tidewater (Norfolk Club)

The Sue Reid Slaughter Scholarship
Toledo, Ohio
Utica, N.Y.

Washington, D.C.

The Harriet Evans Wyckoff Scholarship

*The Vivienne Barkalow Hornbeck
Scholarship*

*The Washington Alumnae Club
Scholarship*

Westchester County, N.Y.

Wilmington, Del.

Winston-Salem, N.C.

Language Tournament Awards

The College offers two awards of \$500 each to high-ranking contestants (on level three or higher) in the contest conducted annually by the American Association of Teachers of French and German (AATF/AATG).

Virginia Science Talent Search

One award of \$200 is offered to a high-ranking competitor in the Virginia Science Talent Search.

ENDOWED SCHOLARSHIPS

The Margaret Gilmer Allen Scholarship

The Alumnae Memorial Scholarship

The Anonymous Math Scholarship

The Anonymous Science Scholarship

The Lady Astor Scholarship

The Arthur Bates Scholarship

The Jane C. Belcher Scholarship

The Rebecca Woodbridge Bell Scholarship

The Dorothy Benn Scholarship

The Book Shop Scholarship

The Thomas and Marie Boushall
Scholarship

The Class of 1956 Scholarship

The Class of 1962 Scholarship

The Class of 1968 Scholarship

The Class of 1971 Scholarship

The Lee Estill Coghill Scholarship

The Howell Lykes Colton Scholarship

The Louise Jones Cox Scholarship

The Ann Moore Cutler Memorial
Scholarship

The Margaret Cramer Crane Scholarship

The Judith Bland Dew Scholarship

The Dew-duPont Scholarship

The Emily Helen Dutton Scholarship

The Virginia Nunn Eady Scholarship

The Easley Scholarship

The Dora Fagan Scholarship

The Carol Y. McMurtry Fowler Scholarship

The Robert and Mary Gettel Scholarship

The Meta Glass Scholarship

The Connie M. Guion Memorial Scholarship

The Ray S. Harris Scholarship

The Frances O'Brian Hettrick Scholarship

The Mary Spinner Holt Memorial
Scholarship

The Lillia Babbitt Hyde Scholarship

The Jesse H. Jones Scholarship

The Nancy Munce Jones Scholarship

The Theodora H. Lea Scholarship

The William States Lee Scholarship

The Bernice D. Lill Scholarship

The M. Dee Long Scholarship

The Magoffin Scholarship

The R. John Martha Scholarship

The John Augustus Moore Endowed Music
Fund

The Eugenie M. Morenus Scholarship

The Lysbeth W. Muncy Scholarship

The Jean Campbell Myers Scholarship

The Martha Lucas Pate Scholarship

The George M. Peppard Foundation
Scholarship

The Jessie Ball duPont Scholarship

The Ethel Ramage Scholarship

The Archibald G. Robertson Scholarship

The Rust Scholarship

The Elizabeth Green Shepherd Scholarship

The Catherine Strateman Sims Scholarship

The Mary Virginia Camp Smith Scholarship

The Anne Gary Pannell Taylor Scholarship

The Lucile Barrow Turner Scholarship

The Lucile Umbreit Music Scholarship

The May Weaver Scholarship

The Margaret Potts Williams Scholarship

The Helen F. Young Music Scholarship

LOAN FUNDS

National Direct Student Loans

The College participates in the National Direct Student Loan program. Loans are determined on the basis of need as computed from the Financial Aid Form (FAF) of the College Scholarship Service.

Ashcraft Loan Fund

The Mary and Lee Ashcraft Loan Fund, established through the gifts of Rebecca Ashcraft Taylor, Class of 1926, and Mary Lee McGinnis McClain, Class of 1954, is available for loans to junior and senior students from the South.

Sweet Briar College Loan Fund

The Sweet Briar College Loan Fund has been established by the College to assist deserving students to continue their education; it is available to students of all classes.

United Student Aid Funds

Students beyond the freshman level may apply for loans through the United Student Aid Funds, Inc. Application for a loan from this source must be filed through the Office of Financial Aid, but the loan is made by a participating bank in or near the home town of the applicant. Students may also apply to their local bank for a *Guaranteed Student Loan*.

PLUS Parental Loans

Parents who do not qualify for a Guaranteed Student Loan may qualify for a PLUS (ALAS) Parental Loan, which has an interest rate of 14% on each \$3,000 loan received. These are also available through local banks.

Sweet Briar College Educational Loan Plan

To offset new restrictions on Federal funds for student aid, Sweet Briar College, through the United Virginia Bank of

Lynchburg, Virginia, has initiated the Sweet Briar College Educational Loan Plan, which makes available to parents a loan of \$2,500 each year at a variable rate of interest. Repayment begins 30-60 days after the first year's advance, with payments established in an amount to complete repayment approximately two years after the student leaves the College.

Information concerning loans is available from the Office of Financial Aid.

STUDENT EMPLOYMENT

Campus employment opportunities are available to aid recipients through the College's Work-Study Program and Sweet Briar's Self-Help Program. Students not receiving aid may hold jobs under the Self-Help Program. Jobs are open to students in the library, in administrative and academic offices, in science and language laboratories, in the dining hall, as resident advisers, and elsewhere. Application for employment should be made to the Office of Financial Aid.



College Fees

Sweet Briar College has an endowment of over \$19.4 million,* the income from which supplements the student fees to meet the College's operating costs. Additional financial support continues to be provided by gifts from alumnae and friends of Sweet Briar.

SCHEDULE OF PAYMENTS

Comprehensive Fee (full academic year)\$8,950

Includes tuition, board, and room. Checks should be made payable to Sweet Briar College and sent to the Office of the Vice President and Treasurer in accordance with the following schedule:

Reservation Fee\$300

This fee, due before April 1 (later per notice for new students), will be credited on first term fees and is refundable only if the student is declared by the Committee on Eligibility to be academically ineligible to return.

Balance due

Fall and winter term (by September 1)....\$6,925
Spring term (by February 1).....\$1,725**

DAY STUDENT FEES

Registration fee, due April 7\$15

This fee is not refundable but will be credited on first-term fees.

Tuition, due September 1\$6,700

Fees must be paid promptly at the times specified in this catalog.

No place will be held for a student after September 1 if the fall and winter fees are not paid in full. No student may enter classes for the spring term unless the fees for that term have been paid in full.

The College reserves the right to change its fees at the end of any term, if conditions should make such a change necessary.

*Market Value

**The fee for a student who enters the college at the beginning of the winter or spring term is \$4,475. This includes returning students who have spent the fall term abroad or in the United States at another college or university.

The catalog statement is considered sufficient notice of the time and terms of payment. Statements are sent, however, as reminders for the convenience of parents and guardians before each payment is due.

The College offers no spaced payment plan of its own. Tuition plans are available from many sources for those desiring to spread the expense over the educational period, or beyond. The plans usually include insurance protection against death or disability of the parent. As a convenience to parents, Sweet Briar has arranged with The Tuition Plan, Inc., of Concord, New Hampshire, and The Richard C. Knight Agency of Boston to handle requests for deferred payments. Information about these plans is mailed to parents of all students.

Each student is entitled to one transcript of her college record; she will be charged \$2 for each additional copy.

A student who is in arrears to any department or enterprise of the College may not be permitted to take term examinations or to receive reports of grades, transcripts, or a diploma.

SPECIAL FEES

Statements will also be sent for the following special fees:

Graduation Fee\$ 25
Music, applied, tuition\$30

Music Department facilities for practice are available for use by (1) students registered for credit or noncredit music courses in the Department of Music and (2) students preparing applied music placement auditions or other departmental auditions (with permission of the Music Department).

Books and Academic Supplies

These may be purchased at the Book Shop. The cost for any year will vary with the courses elected but in general it ranges between \$200 and \$250.

Health Center Charges

Each student is entitled to five days in the Health Center; additional time is charged for at the daily rate of \$5.00. An extra charge is made for medications and special examinations and for special nursing in cases of contagious or serious illness.

Student Activities Fund

This covers the annual dues of various student organizations and supports other student enterprises. By vote of the student body, a fee of \$60 is paid annually by every student. *Checks should be made payable to the Student Activities Fund and deposited on arrival with the treasurer of the Student Government Association.*

Room Deposit

Each student must deposit \$25 by September 1, which will be refunded if her room is left in the same clean condition as when it was first occupied. Any charges for violations of decorating regulations or physical damage will be billed separately.

Other Fees

Each student must pay a \$15 fee covering dormitory and room keys, ID card, and dormitory dues. Upperclassmen already possessing an ID card should deduct \$2 from this fee.

STUDENT ACCIDENT AND SICKNESS REIMBURSEMENT PLAN

The North American Insurance Company makes available for students an insurance policy covering any accident or illness requiring hospitalization. Details of this plan are included in a notice to parents from the insurance company. The purchase of this insurance is optional.

RIDING PROGRAM

Students who elect to participate in the Riding Program for credit in physical education may purchase blocks of rides on college-owned horses for which there is a charge by the term. The blocks of rides offer the student an option as to the number of rides taken per week. Each block includes two lessons per week with the remaining rides taken independently.

A student may receive permission to bring her own horse to Sweet Briar if she agrees to support the Program's rules and regulations, if she demonstrates adequate

riding ability, and if the horse is found to be suited to the program. Incoming freshmen and transfer students ride for the Riding Faculty during orientation week, and decisions concerning private horses are made at this time. Exceptions are made for those students who apply to the College and accept their place Early Decision. It is possible for an Early Decision student to ride for a member of the Riding Faculty prior to July 1, and at that time a decision can be made concerning the horse. The College does reserve the right to refuse to accept or continue to keep in the stable any privately-owned horse. Application forms for this purpose may be obtained from the Riding Center. Rates for riding tuition and private horse board are as follows:

	Fall Term	Winter Term	Spring Term
10 rides	\$—	\$70	\$—
15 rides	110	90	110
20 rides	—	100	—
25 rides	185	—	185
30 rides	220	—	220
40 rides	295	—	295
65 rides	360	—	360
Rides in excess of the above contracted rates, per ride	7	7	7
Board for privately-owned horses, per month:			
Full Board	275	275	275
Down Board	205	205	205
(shoeing or veterinary service not included)			

RESPONSIBILITY FOR PROPERTY

Students will be fined for violation of decorating regulations and will be responsible for any damage to College property, beyond normal wear and tear, and a minimum charge of \$5.00 or the cost of repair, whichever is greater, will be assessed.

Although Sweet Briar endeavors to protect the property of its students in the same manner as its own, it will not be responsible for the loss or damage of any personal property of any student. A lock-box or locking drawer and a key to her room are provided for each student for the safekeeping of money and jewelry. Students may store their possessions at Sweet Briar during the summer in accordance with instructions specified by the College. Storage left for one year after departure will



be subject to charge or disposal by the College.

REFUND POLICY

The college year is a financial as well as an educational unit. Since commitments with instructors and other arrangements for maintaining the College are made for the entire year in advance, no reduction or refund of the tuition fee, special fees, or room rent can be made in the case of withdrawal for any reason after payment of fees. A pro rata refund will be made in the case of a student declared academically ineligible to return by the Committee on Eligibility. No refund of any part of the fees will be made for the winter term for a student spending this period or a part of the period off campus.

Rebate for board is made only for withdrawal because of illness. Refunds are computed for a period of one month or

more, from the time the formal written notice and a doctor's certificate are received by the Office of Business Affairs. This computation does not include the Christmas and spring vacations, when the residence halls and dining rooms are closed.

A Tuition Refund Plan offered by A.W.G. Dewar, Inc., of Boston, Mass., is available to parents on a voluntary basis.

SPECIAL SERVICES

Campus Cashier

For the convenience of the College community, the Office of Business Affairs operates a cashier's window where personal checks are honored. This privilege may be forfeited if a check is returned for any reason. It is recommended that students open checking accounts with their home banks or with banks in Amherst.

Student Life

Sweet Briar is primarily a residential college. With the exception of a few day students, all students live in dormitories, eat in the Prothro Commons, and share a commonality of daily living.

Because the College is small, Sweet Briar students all know each other and find the faculty thoroughly approachable. It is a close-knit, friendly community.

CAMPUS ORGANIZATIONS

Among the advantages of a woman's college are the unlimited opportunities for women to participate and assume leadership roles in many types of organizations and activities. At Sweet Briar, students are urged not only to be active in existing organizations, but to establish their own groups and clubs if none corresponding to their own interests already exists. For example, Sweet Briar's radio station, WUDZ, received its initial impetus from the effort and enterprise of a single student and now engages the concerted efforts of a staff of 30. Other relatively new organizations initiated by students are the *Intervarsity Christian Fellowship Association*, the *Soccer Club*, and the *Creative Arts League*. Most campus organizations are funded through the Student Activities Fee and are part of *Interclub*, a committee of the Student Government Association.

STUDENT GOVERNMENT

Students participate in the governance of the College through holding the many offices and committee positions of the *Student Government Association*. The Association and its committees, with powers and responsibilities delegated by the faculty and administration, are largely responsible for the self-governance of the student body.

Officers of the Student Government Association work with class officers, Judicial Committee representatives, house presidents, and the committees of the Association — Social, Curriculum, Orientation, Health Services, and Career Planning, — as well as ad hoc committees. Two of the major committees, both of which are composed of student officers and representatives of the faculty and administration,

are the *College Council*, which meets regularly to discuss problems of general college welfare, and the *Judicial Committee*, which considers major cases of discipline. Three other student committees which play vital roles in the governance of the College are the *Curriculum Committee*, the *House Presidents Council*, and the *Social Committee*.

HONOR SYSTEM

The Student Government Association is founded upon a highly developed concept of honor which, through the *Honor System*, applies to all phases of academic and social life. The Honor System is based on the fundamental belief that harmony in community living is best achieved when it has as its basis honor and mutual trust. Each entering student becomes a full member of the Student Government Association upon taking the Honor Pledge to uphold three principles: 1) integrity of her word, 2) respect for the property of others, and 3) honesty in academic work.

ATHLETICS

Sweet Briar's 3,300-acre campus provides a great natural setting for hiking, tennis, riding, swimming, and many other sports and outdoor activities. In addition, athletic facilities include the Prothro Natatorium, an Olympic-size swimming and diving facility; the Harriet Howell Rogers Riding Center; a fully equipped gymnasium; 14 tennis courts; and hockey and lacrosse fields considered the finest in Virginia.

The Varsity Sports Council and the Recreation Association, in conjunction with the Department of Physical Education, provide activities at all levels of competence. Varsity teams in basketball, field hockey, lacrosse, riding, swimming and diving, volleyball, and tennis compete with teams from other colleges and universities. Intramurals and faculty-student competitions in basketball, volleyball, relays, and other sports take place regularly. Club soccer and golf meet fall and spring. All students are encouraged to participate in these and individual sports, such as cross-country, riding, gymnastics, dance, and fitness.

DANCE

Original choreography and technical competence are bases for membership in *Dance Theatre*, which stages a major performance each semester, sometimes in conjunction with other colleges in the area.

DRAMA

Paint and Patches is the student drama club whose members are elected on the

basis of their work in one or more phases of theatre production. The club usually stages two productions a year.

LANGUAGE CLUBS

The *Italian*, *French*, *German*, and *Spanish* clubs enable students to practice their language skills and learn more about the cultures of the countries in which they have an interest. The clubs sponsor films, lectures, and dining hall language tables.



MUSIC GROUPS

Students are encouraged to audition for any or all of the campus music groups. The *Sweet Briar Concert Choir*, which performs both secular and sacred music, presents several major concerts each year, often jointly with nearby men's colleges. This choir is directed by a member of the music department, with admission by audition, and carries academic credit. *The Collegium Musicum*, also professionally directed, specializes in the performance of early music, accompanied by such baroque/renaissance instruments as recorders, krummhorns, and the portativ organ. Participation in the *Collegium* also carries academic credit.

The Sweet Tones is a student-directed singing group composed of approximately 15 sophomores, juniors, and seniors. They perform their own arrangements of popular songs at campus events and other colleges. New members are chosen at auditions each year in the spring.

PUBLICATIONS

Any student is welcome to join the staff of one of the student publications. *The Brambler*, the college literary magazine, publishes student poetry, stories, photography, and art work. *The Sweet Briar News* is published weekly; *The Briar Patch*, the college yearbook, in the spring; and *The Student Handbook*, in the fall.

RADIO

Students interested in broadcasting can take part in writing, producing, and announcing documentary or entertainment programming for WUDZ-FM, the College's student-run radio station. The power output of the station will be raised to 100 watts during the 1982-83 school year, resulting in an effective broadcast radius of 15 miles.

SOCIAL CLUBS

Sweet Briar does not have Greek-letter sororities, but does have a few clubs which select upperclass members on the basis of

academic performance, enthusiasm, or college spirit. These organizations which "tap" new members each year, have serious or satiric purposes and such diverse names as Chung Mungs, Bum Chums, Q.V., Ear-phones, and Aints and Asses. Tau Phi is an honorary scholastic society (see p. 96).

PUBLIC EVENTS

The number and diversity of programs that appear on the college calendar reflect the broad scope of interests and tastes in the community. Supplementing normal instruction, these events are open to people at the College and to the public. Each year there are many lectures and symposia by leading scholars and scientists, concerts and dance recitals by outstanding artists, plays or operas by professional companies, poetry readings, and art exhibitions. In addition, there are two series of weekly film programs, one of which presents old and modern classics of the screen, and the other, currently popular films. Workshop or forum presentations focus on special topics, such as international affairs, environmental issues, or women's rights. The list of visitors to Sweet Briar in the past three years includes many lecturers and performers considered foremost in their fields. Among the visitors were:

- *Isaac Bashevis Singer*, winner of the 1978 Nobel Prize for Literature, speaking on literature and folklore.
- *Art Buchwald*, syndicated columnist speaking on "Laid-back in Washington."
- Paleanthropologists *Donald C. Johanson*, *Richard E. Leakey*, and *F. Clark Howell* presenting their conflicting views on human origins in the 1982 Ewald Scholars Symposium on "Early Man."
- *Drs. Jane Goodall*, *Dian Fossey*, *Francine Patterson*, and *Birute Galdikas*, four of the world's leading primatologists, with *Mr. Gilbert M. Grosvenor*, president of the National Geographic Society, for the Ewald Scholars Symposium "Humans and Apes." Dr. Goodall has been visiting professor of anthropology at Sweet Briar College since 1978.
- *Daniel Nagrin Dance Company*.
- *Ora Fant*, one of the nation's top consultants to industry on the problems of women and minorities in the corporate

structure.

- *Congressman Toby Moffett* (D., Conn.) and *Clifton C. Garvin*, chairman of the board and chief executive officer of Exxon Corporation speaking on energy.
- *Sen. Paul Laxalt* (R., Nev.), Ronald Reagan's campaign manager, talking about the presidential election.
- *Cleanth Brooks*, professor emeritus of rhetoric at Yale University, speaking on "Faulkner's Spiritual and Ethical Values."
- *Jean-Michel Cousteau* lecturing on "Project Ocean Search."
- "For Colored Girls Who Have Considered Suicide When the Rainbow Is Unruly," a Daedalus Production.
- *New York Chamber Soloists*, performance of Vivaldi's "Four Seasons."
- *Robert Hughes*, *Time Magazine* Art Critic, speaking on art, politics, and propaganda.
- *The Virginia Opera Theatre* productions of "Madame Butterfly," "Don Pasquale," and "La Traviata."
- *Captain Grace Hopper*, pioneer in the computer field.
- *The Longwharf Theatre Company* presenting "Private Lives."
- *Michael Novak*, Resident Scholar in Religion and Public Policy at the American Enterprise Institute, speaking on "The War of Ideas."
- *James Rouse*, nationally acclaimed urban planner whose creations range from the planned community Columbia, Md., to Harbor Place in Baltimore and Faneuil Hall in Boston, speaking on the "Future of the American City."

RELIGIOUS EXPRESSION

Sweet Briar College possesses a wholesome diversity of religious beliefs and attitudes among its students. Under the guidance of the *Church and Chapel Committee*, made up of students and faculty, the Chaplain helps to organize programs of worship and spiritual development, community service, and study.

An interdenominational Service of Worship is conducted in the Sweet Briar Memorial Chapel each Sunday and a Service of Holy Communion is conducted

weekly. Roman Catholic Mass is also celebrated weekly. There is a synagogue in nearby Lynchburg. Students are invited to meet the pastors of the local Episcopal, United Methodist, Presbyterian, and Baptist churches. Other denominations represented by churches in Amherst or Lynchburg are Christian, Christian Science, Church of Christ, Greek Orthodox, Latter Day Saints, Unitarian, Lutheran, and the United Church of Christ.

Because religious convictions are expressed in many ways, opportunities are provided for students to become involved in worship, leadership, community service, study groups, and fellowship opportunities.

RACIAL AWARENESS MOVEMENT

Sweet Briar's *Racial Awareness Movement* (RAM) has brought together a group of concerned students and faculty who meet regularly. In an effort to confront racial issues on college campuses, RAM, together with the Church and Chapel Committee, sponsors interracial, intercollegiate cooperation among students and faculty from colleges and universities throughout Virginia and is a founding member of the Black Students Alliance of Central Virginia. This group is planning 14 inter-campus events during the 1982-83 academic year.

INTERACT

The student organization *Interact* provides a valuable link between students, alumnae, and friends of the College and the local community. *Interact* members present programs about Sweet Briar to alumnae gatherings, both on campus and in their home towns; they also assist with special events on campus, such as parents weekends, prospective student weekends, and meetings of the Board of Overseers, the Alumnae Council, the Friends of the Library, and the Friends of Art.

SOCIAL ACTION AND SERVICE

Among the activities of the Church and Chapel *Community Service Committee* is a regular, on-going relationship with Ryan's Nursing Home in the nearby town of Amherst. Students and faculty make dramatic, musical, and other kinds of presentations from time to time, and individual students are encouraged to develop regular, caring relationships with individual patients. Related to this project are periodic educational sessions about the special problems of aging and old age in our culture.

Other projects with the community include a tutoring program in the public schools, work with a neighboring mission, and fund raising projects for the less fortunate residents of the area.

THE OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs oversees the nonacademic aspects of student life. Its prime concern is to help each student develop as a whole person. The Office of Student Affairs encourages every member of the College community to become actively involved in student clubs, organizations, and activities, as well as in the human development programs it sponsors. The office also provides services in the areas of counseling, career planning, orientation, health services, international student concerns, residential life, programming, and student development, all of which are designed to assist students in their personal growth.

Counseling Services

The counseling of students in regard to social life, campus life, and extra-curricular activities is centered in the Office of Student Affairs. The Dean of Student Affairs, the Assistant Dean of Student Affairs, Resident Coordinators, the Director of Career Planning, the Assistant Director of Career Planning, the College Physician, and the Consulting Psychiatrist have counseling training for assisting students with personal problems. A trained corps of upperclass students, serving as Resident Advisers on

different floors in the residence halls, are also available for counseling assistance.

The Chaplain is also available to students for counseling or examination of personal and spiritual concerns.

Orientation

A program of orientation designed to help new students become acquainted with Sweet Briar is scheduled each year. Planning for orientation is conducted by the *Student Orientation Committee* and the Office of Student Affairs. The program itself explains the roles of administrative officers and the heads of student organizations; describes the educational program and ideals of the College, including its honor system; and outlines the responsibilities each student must assume as a member of the Sweet Briar community. Each student has a session with her faculty adviser to plan her course of study in accordance with the results of placement tests she has taken as well as her own interests. Student group leaders meet with new students daily during orientation to answer questions about campus life. Registration for classes takes place after this session.

Career Planning

The professional counselors in the Office of Career Planning help students formulate their plans for future study and/or careers. Individual interviews, career panels, a monthly newsletter, various career conferences, and a library of resource materials provide information on career fields, employment opportunities, and graduate programs. Throughout the year recruiters from graduate schools and businesses visit the Office of Career Planning to interview interested students. The office also sponsors workshops on such necessary skills as assertiveness, decision making, job-hunting techniques, and resume writing.

The Career Connection is a network of alumnae working in many fields, who help students discover career interests through internships and "shadowing" experiences arranged with the assistance of the Career Planning Office.

Permanent credential files for graduates are maintained in the Office of Career Planning and pertinent information is forwarded to prospective employers and/or

graduate schools for all seniors who register for this service. Students are encouraged to consult the Office of Career Planning early and often.

Health Services

Health services are coordinated by the College Physician, whose staff includes five registered nurses and a part-time OB/GYN nurse practitioner. A psychiatrist serves part-time for preliminary diagnosis and psychiatric consultation and for group discussions with faculty and students. The fee for medical service, which is included in the comprehensive fee, covers office visits and medical attention as well as up to five days confinement in the 10-bed infirmary. A student who is referred to a medical specialist will be charged the normal fee and billed directly by the specialist.

International Students

The Office of Student Affairs advises the *International Student Club* and through this club informs foreign students of programs and social activities which may be of particular interest to them. The office helps arrange special holiday and vacation employment and housing for international students. Students who wish to become acquainted with a family in the immediate area may meet host families through the Student Affairs Office.

Residential Life

Room assignments and room changes in the College halls are made and adjusted by the Office of Student Affairs. No student may change her room without proper authorization. The student Resident Advisers, who live in each residence hall, and the professional Resident Coordinators report to the Office of Student Affairs. They provide assistance to students in resolving problems or obtaining necessary information.

Programming

The Student Affairs Office runs an extensive outdoor program (SWEBOP) and coordinates programming in noncredit activities, such as first aid, bicycling, ballet, auto repair, and bridge. The office also schedules off-campus events, such as trips to

Washington, D.C., Richmond, and Williamsburg to see plays, dance, art exhibitions, and historical museums, as well as programs on such topics as women's issues, human sexuality, and alcohol abuse. A "Friday Night Alive" series of exciting contemporary shows is scheduled on a monthly basis. In conjunction with the *Social Committee*, the Office of Student Affairs assists in the promotion of a variety of social events, including formal dances, mixers, faculty-student wine and cheese parties, visits by musical groups from Yale, V.M.I., Princeton, Washington and Lee, and Hampden-Sydney, weekly films, and backgammon tournaments.

Outdoor Program

SWEBOP (the Sweet Briar Outdoor Program), sponsored by the Office of Student Affairs, offers a popular series of outdoor programs that range from backpacking on the Appalachian Trail, to white-water canoeing, tubing on the James River, spelunking in near-by caves, rock-climbing, and bike-riding.

Student Development

The Office of Student Affairs has established a number of individual and group activities to assist in the student's personal growth, including leadership training, a Human Potential Seminar, decision-making exercises, time-management groups, problem-solving programs, confrontation skills, study-skills workshops, health-education programs, values-clarification exercises, stress workshops, and general training in such skills as programming and conducting judicial hearings.



Class of 1982

DEGREES CONFERRED MAY 1982

- Catherine Elizabeth Adams,
Wormleysburg, Pennsylvania
- Debra Anne Autrey,
Gladstone, New Jersey
- Angela Vera Averett, *Atlanta, Georgia*
- Linda Susan Barrow,
Lynnfield, Massachusetts
- Claude Elisabeth Becker, *Le Mesnil St. Denis, France*
- Betty Fisher Bell, *Charlotte, North Carolina*
- Leslie Bergman, *Buffalo, New York*
- Danielle Erika Mary Bielenstein, *Portsmouth, Virginia*
- Lisa Margaret Blake,
Setauket, New York
- Mary Ames Booker, *Dayton, Ohio*, magna cum laude
- Brianna Fuller Boswell,
Dallas, Texas
- Kimberly Curry Brown,
Lafayette, Louisiana
- Barbara Ann Bryant, *Roswell, Georgia*
- Ethel Hunter Ogden Burwell,
Grosse Pointe Farms, Michigan, magna cum laude
- Pamela Sue Campbell,
Madison Heights, Virginia
- Virginia Carabelli,
Charlottesville, Virginia
- Carole Carson, *Leesville, South Carolina*, magna cum laude
- Susan Sydelle Cash, *Madison Heights, Virginia*
- Harleigh McClellan Chalmers,
Potomac, Maryland
- Lisa Anne Church,
Springfield, Virginia
- Martha Lynne Corretti,
Birmingham, Alabama, Distinction on the International Affairs Comprehensive
- Amanda Curry, *Belton, Texas*, cum laude
- Nancy MacLeod Daugherty,
Shaker Heights, Ohio
- Erin Dorinda Davis,
Tuscaloosa, Alabama
- Sarah Wright Davis, *Wyckoff, New Jersey*
- Alice Elizabeth Anne Dixon,
Charlotte, North Carolina
- Mildred Diane Dunaway,
Griffin, Georgia
- Jane Rankin Dure, *Uvalde, Texas*
- Anne Venable Edmunds,
Lexington, Virginia, summa cum laude with Highest Honors in British Studies and Distinction on the British Studies Comprehensive
- Marie Adele Engel, *Virginia Beach, Virginia*
- Elizabeth Read Engelsmann,
Saint Louis, Missouri
- Merian Jean Evans,
Sherborn, Massachusetts
- Marian Riggs Finney,
Baltimore, Maryland
- Maura Kathleen Freeman,
New Bern, North Carolina
- Elizabeth Dickson Frenzel,
Carmel, Indiana
- Elizabeth Lee Gantt,
Columbia, South Carolina, cum laude
- Rachel Harriet Giles, *Chagrin Falls, Ohio*, cum laude
- Anne Grace Goebel,
Wyomissing, Pennsylvania
- Mary Polk Green, *Amarillo, Texas*
- Patsy Ann Griffith, *Reston, Virginia*
- Lynn Rosmarie Hanna,
Chardon, Ohio, cum laude
- Rosemary Clare Hardy,
Shawnee Mission, Kansas
- Mary Fontaine Harris,
Lynchburg, Virginia
- Rhoda Jean Harris, *Bexley, Ohio*
- Deborah Renée Harvey,
Lovington, Virginia, summa cum laude, Distinction on the Mathematical Physics Comprehensive
- Jennifer McCone Hebb, *West Hartford, Connecticut*
- Leslie Diane Hedison,
Carlisle, Massachusetts
- Betsy Carter Helm, *Louisville, Kentucky*
- Lisa Ward Henderson,
Birmingham, Alabama
- Hillary Lee Herbert, *Mobile, Alabama*
- Lisa Hernandez, *Woodside, New York*
- Leslie Anne Hertz, *Pepper Pike, Ohio*
- Danielle Marie Herubin,
Marietta, Georgia, Distinction on the English Comprehensive
- Lois Kimberley Hicks,
Richmond, Virginia
- Elizabeth Bailey Hoskinson,
Wilton, Connecticut
- Sylvia Diana Hossain,
Bangladesh
- Suanne Tremaine Huskey,
Landenberg, Pennsylvania
- Molly Katherine Johnson,
Hinsdale, Illinois, Distinction on the Economics Comprehensive
- Mary Thacher Jones, *St. Louis, Missouri*
- Kelly Ann Judson, *Gates Mills, Ohio*
- Monika Elisabeth Kaiser,
Annsberg, Federal Republic of West Germany
- Lizbeth Lynn Kauffman,
Shaker Heights, Ohio, magna cum laude, Distinction on the Economics Comprehensive
- Gay Elizabeth Kenney,
Lexington, Kentucky
- Alice Elizabeth Keyes,
Falls Church, Virginia
- Elizabeth Ashworth Kyle,
Gladstone, New Jersey
- Victoria Esperanza Lasala,
Santurce, Puerto Rico
- Elizabeth Burke Laubach,
Baltimore, Maryland
- Mary Eugenia LaVigne,
Shreveport, Louisiana
- Victoria Yates Lee,
Barrington, Illinois, cum laude, Distinction on the Studio Art Comprehensive

- Lynda Leigh Leibel,
Alexandria, Virginia
- Jane Devol Lottich, *Atlanta, Georgia*
- Margaret Ellen Mahon,
Cherry Hill, New Jersey
- Frances Clare Mantho, *Grosse Pointe, Michigan*
- Jill Maple, *Madison, Connecticut*
- Consuelo Michelle Martinez,
Lincolnwood, Illinois
- Christine Marie McFadden,
King of Prussia, Pennsylvania
- Karen Lauren McLain,
Greenwich, Connecticut
- Cynthia Louise McMechan,
Boca Raton, Florida, cum laude
- Ellen Rachel Millrood, *Wayne, Pennsylvania*
- Carrie Comly Montague,
Granville, Ohio
- Anne Dinwiddie Morris,
Atlanta, Georgia
- Kim Eileen Mueller,
Albuquerque, New Mexico, cum laude, with Highest Honors in German and Economics
- Lori Jude Neasham,
Woodbury, New York
- Aimee Olivia Nelson, *Wilton, Connecticut*
- Elizabeth Ashton Nesbit,
Charlottesville, Virginia
- Louise Cooke Newton,
Amherst, Virginia, summa cum laude, Distinction on the Studio Art Comprehensive
- Laura Leigh Noble, *San Antonio, Texas*
- Gina Jacqueline Parish,
Louisville, Kentucky
- Harriet Kendrick Pascoe,
Birmingham, Alabama
- Roberta Ann Perillo,
Orangeburg, New York
- Heather Pirnie, *Kinnelon, New Jersey*
- Elizabeth Berrien Pitts,
Birmingham, Alabama
- Robin DeVore Platt,
Jacksonville, Florida, cum laude
- Jana Lee Portman, *Atlanta, Georgia*
- Teresa Fay Powell, *Amherst, Virginia*
- Sidney Anne Frances Powers,
Richmond, Virginia
- Charlotte Marie Prassel, *San Antonio, Texas*
- Deborah Elizabeth Price,
Dayton, Ohio
- Anne Dickens Pridgeon,
Bloomfield Hills, Michigan
- Jennifer Rae, *Cross River, New York*
- Maryce Gayle Ramsey,
Bartlesville, Oklahoma
- Carolyn Priscilla Ream, *Los Olivos, California*
- Margaret Leigh Register,
Birmingham, Alabama
- Katherine Louise Reynolds,
Richmond, Virginia
- Elizabeth Miles Richardson,
Danville, Kentucky
- Deborah Anne Rundlett,
Bronxville, New York
- Carol Lynn Searles,
Timonium, Maryland
- Leisa Lynne Seay, *Cashiers, North Carolina*
- Cynthia Lynn Shannon,
Sweet Briar, Virginia, cum laude, Distinction on the Music Comprehensive
- Sally Ann Shapard, *Griffin, Georgia*
- Elizabeth Susanne Marion Sheets, *Princeton Junction, New Jersey*
- Heidi Ruth Slavin, *Pittsburgh, Pennsylvania*
- Nancy Gayle Smith,
Richmond, Virginia
- Patti Hughes Snodgrass,
Sterling, Virginia, magna cum laude
- Lela Lynwood Barnes Stone,
Washington, D.C.
- Eman Surani, *Aden, People's Democratic Republic of Yemen*
- Dolores Irene Teeter,
Canandaigua, New York, magna cum laude, Distinction on the International Affairs Comprehensive
- Amoret Gates Thissell, *San Anselmo, California*
- Margaret Ashley Thistlethwaite, *Bethesda, Maryland*
- Martha Louise Tisdale, *Pine Bluff, Arkansas, summa cum laude, Distinction on the Sociology Comprehensive*
- Grace Louise Tredwell, *Santa Fe, New Mexico, cum laude*
- Nancy Lane Trimble, *Fairfax, Virginia*
- Mary Montelle Tripp, *Carmel, California, cum laude*
- Paloma Maria Vasi, *Lima, Peru*
- Jean Chamberlaine vonSchrader, *Arlington, Virginia*
- Pamela Ann Walsh, *East Islip, New York*
- Martha Lee Watson,
Columbus, Georgia, cum laude
- Naomi Weyand, *Jackson Heights, New York, cum laude*
- Patricia Jane Whelan,
Titusville, New Jersey, magna cum laude, Distinction on the Modern Languages Comprehensive
- Laura Marie Whitehurst,
Ontario, Canada
- Ann Morton Young,
Alexandria, Virginia, magna cum laude
- Valerie Jean Youree, *Oakton, Virginia*
- Alicia Jane Zuke, *Middleburg, Virginia*

Honors Awarded, 1981-82

PHI BETA KAPPA

Class of 1982

Mary Ames Booker
Ethel Hunter Ogden Burwell
Carole Carson
Anne Venable Edmunds
Deborah Renée Harvey
Lisbeth Lynn Kauffman
Cynthia Louise McMechan
Louise Cooke Newton
Cynthia Lynn Shannon
Patti Hughes Snodgrass
Dolores Irene Teeter
Martha Louise Tisdale
Grace Louise Tredwell
Martha Lee Watson
Patricia Jane Whelan
Ann Morton Young

HONOR AWARDS

Emilie Watts McVea Scholar

Anne Venable Edmunds,
1982
How Kum Kuan, 1983
Cathy Christian Kenton, 1984
Marguerite Ann Robbins,
1985

Connie M. Guilon Award

Ethel Hunter Ogden Burwell,
1982

Penelope Czarra Award

Anne Venable Edmunds,
1982

Alumna Daughter Scholarship

Mary Ames Booker, 1982

Mary Kendrick Benedict Scholarship

Patti Hughes Snodgrass, 1982

Manson Memorial Alumnae Scholarship

Ethel Hunter Ogden Burwell,
1982

Lawrence Nelson Award

Anne Venable Edmunds,
1982

Everingham Rickards and Captain Garrett V. S. Rickards Memorial Scholarship

Lee Hubbard, 1984

Martha von Briesen Prize in Photography

Mildred Diane Dunaway,
1982

Wall Street Journal Student Achievement Award

Lizbeth Lynn Kauffman, 1982

Leigh Woolverton Prize for Excellence in the Visual Arts

Louise Cooke Newton, 1982

Juliet Halliburton Burnett Scholarship

Amanda Ann Beauchemin,
1983

Jean Besselièvre Boley Prize

Deirdre Alexandra Platt, 1983

L'Alliance Francaise de Lynchburg Award

Patricia Jane Whelan, 1982

Mary Mackintosh Sherer Scholarship

Sarah Ward Edmunds, 1983



FRESHMAN HONORS

Class of 1985

Karin Lynn Balling
Sharon Elizabeth Booth
Kama Boswell
Ellen Reed Carver
Sharon Lynn Guenthner
Roshani Mala Gunewardene
Karla Alane Kennedy
Dian Doreen Lawrence
Mallihai Mary Lawrence
Robyn Lee McLane
Gale Susan Oertli
Chantal Claire Pirrone
Martha Allen Pollard
Maguerite Ann Robbins
Cecily Venable Schulz
Stephanie Lynn Sipes
Paula Ann Smith
Lynne Toombs
Victoria Eva Vidal
Jeanette Gay Wanless
Suzanne Weaver
Linda Anne Yeager

JUNIOR HONORS

Class of 1983

Sarah Garland Babcock
Amanda Ann Beauchemin
Amy Linda Boyce
Elizabeth Blair Clark
Pamela Grace Dickens
Diana Ren Duffy
Sarah Ward Edmunds
Stephanie Jane Frantz
Elizabeth Anne Glenn
Carolyn Rutherford Hall
Wylie McCullough Jameson
How Kum Kuan
Bridget O'Reilly
Deirdre Alexandra Platt
Melissa Jo Pruyn
Helen Therese Robinson
Lisa Marie Rogness
Christina Louise Rubino
Mary Warren Ware

SWEET BRIAR SCHOLARS

Class of 1982

Ethel Hunter Ogden Burwell
Carole Carson
Anne Venable Edmunds
Deborah Renée Harvey
Lizbeth Lynn Kauffman
Kim Eileen Mueller
Patti Hughes Snodgrass
Dolores Irene Teeter
Martha Louise Tisdale
Grace Louise Tredwell
Ann Morton Young

Class of 1983

Mary Abrams
Sarah Garland Babcock
Amanda Ann Beauchemin
Amy Linda Boyce
Elizabeth Blair Clark
Melissa Seline Cope
Pamela Grace Dickens
Sarah Ward Edmunds
Stephanie Jane Frantz
Elizabeth Anne Glenn
Carolyn Rutherford Hall
Grayson Lauck Harris
How Kum Kuan
Bridget O'Reilly
Deirdre Alexandra Platt
Helen Therese Robinson
Lisa Marie Rogness

Class of 1984

Susan Lynne Dickinson
Leta Elizabeth Dinkel
Rosemarie Hermann
Lee Hubbard
Cathy Christian Kenton
Marguerite Susan Kramer
Lai Yee Kwong
Kathryn Elizabeth Yeager

Class of 1985

Karin Lynn Balling
Heidi Bayne
Christine Ann Hightower
Karla Alane Kennedy
Gale Susan Oertli
Marguerite Ann Robbins
Ruth Anne Sill
Lauren Lee Swaylik
Sandra Helene Velli
Jeanette Gay Wanless



Students Not in Residence

FALL TERM 1982

BOGOTA, COLUMBIA
Kenyon College
 Mary-Jo Sue Ellis, 1984

FLORENCE, ITALY
Syracuse University
 Sloane Joiner Yeadon, 1984

LONDON, ENGLAND
Beaver College
 Lynne Baxter Largey, 1984

LONDON, ENGLAND
Hollins Abroad Program
 Elizabeth Posey Gillespie, 1984
 Penelope Lynn Parker, 1984
 Helen Frances Pruitt, 1984
 Elizabeth Dee Rodgers, 1984
 Catherine Alice Toomey, 1984
 Margaret John Twohy, 1984

SEVILLE, SPAIN
UNC, Chapel Hill
Program
 Laura Mixon, 1983

STRASBOURG, FRANCE
Syracuse University
 Therese Ann Emily Drnec 1984

WASHINGTON, D.C.
American University
 Barbara Ellen Callahan, 1984
 Theresa Gayle Harvey, 1984

ACADEMIC YEAR 1982-83

EXETER, ENGLAND
University of Exeter
 Martha Melinda Weimer, 1984

FLORENCE, ITALY
Syracuse University
 Wendy Catharine Birtcher, 1984

GEORGIA INSTITUTE OF TECHNOLOGY
Dual-Degree Program
 Diana Ren Duffy, 1983

HEIDELBERG, GERMANY
American Junior Year with Heidelberg College
 Sharon Davis Ingham, 1984

PARIS, FRANCE
Alma College Program of Studies in France
 Lisa Hamlin Schneider, 1984

PARIS, FRANCE
Sweet Briar Junior Year in France
 Anna Petra Cecilia Albin, 1984
 Kristin Birgitta Bryan, 1984
 Maria Carolyn Lyons, 1984

SCOTLAND
St. Andrews University
 Carla Louise Henson, 1984
 Kathleen Marie Papadimitriou, 1984
 Kathryn Elizabeth Yeager, 1984

SEVILLE, SPAIN
UNC at Chapel Hill
Abroad Program
 Lee Hubbard, 1984
 Elizabeth Proctor, 1984

SPRING TERM 1983

BOGOTA, COLOMBIA
SUNY, Stony Brook
Overseas Academic Program
 Mary-Jo Sue Ellis, 1984

LONDON, ENGLAND
Hollins Abroad Program
 Catherine Jean Hass, 1984
 Elizabeth Gaynor Keeley, 1984



Geographic Distribution

ENROLLMENT SUMMARY 1981-82

Central

Illinois	8
Indiana	4
Iowa	3
Kansas	1
Michigan	6
Minnesota	3
Missouri	11
Nebraska	2
Ohio	16
Oklahoma	2
West Virginia	5
Wisconsin	4
	<hr/>
	65

South

Alabama	25
Arkansas	3
Florida	24
Georgia	26
Kentucky	10
Louisiana	9
Mississippi	4
North Carolina	30
South Carolina	17
Tennessee	14
Texas	32
Virginia	151
	<hr/>
	345

Northeast

Connecticut	30
Delaware	3
Washington, D.C.	4
Maine	1
Maryland	38
Massachusetts	19
New Hampshire	6
New Jersey	34
New York	45
Pennsylvania	38
Rhode Island	3
Vermont	1
	<hr/>
	222

West

California	13
Colorado	5
Nevada	1
New Mexico	2
Washington	1
Wyoming	1
	<hr/>
	23



Other Countries

Bahrain	3
Bangladesh	1
Bermuda	1
Canada	1
Canal Zone	1
England	3
France	6
Germany	1
India	1
Jordan	2
Korea	1
Kuwait	1
Malaysia	3
The Netherlands	1
Panama	2
Peru	1
Puerto Rico	1
Singapore	1
Sri Landa	2
Sweden	1
Uruguay, S.A.	1
Yemen	1
	<hr/>
	36

Enrollment Summary

Seniors	125
Juniors	114
Sophomores	174
Freshmen	211
Unclassified	6
Part-time students	22
	<hr/>
	652
In residence	652
Students not in residence	39
	<hr/>
	691

Directors and Overseers

BOARD OF DIRECTORS

Sweet Briar Institute was incorporated as a non-stock corporation by Act of the General Assembly of Virginia approved February 9, 1901. The affairs of the College are managed by a self-perpetuating Board of Directors consisting of seven members elected annually at the spring meeting of the board.

Directors 1982-83

Victor W. Henningsen, Jr., B.A.

Chairman

Pelham Manor, New York

Dale Hutter Harris, J.D.

Vice Chairman

Lynchburg, Virginia

Jane Roseberry Ewald, A.B.

Secretary

Charlottesville, Virginia

Joseph H. Davenport, Jr., B.A.

Chattanooga, Tennessee

Sarah Belk Gambrell, A.B.
New York, New York

C. Wrede Petersmeyer, M.B.A.

Bronxville, New York

Elias Richards, III, LL.B.
Lynchburg, Virginia

Executive Committee

Mr. Henningsen

Chairman

Mrs. Ewald

Mrs. Harris

BOARD OF OVERSEERS

Established in May 1927, the Board of Overseers is composed of the seven Directors, the president of the College, and additional members elected by the Directors for four-year terms. At least four of the Overseers must be alumnae of the College; two other alumnae members are chosen from successive graduating classes, one per class, to serve for three-year terms. Members may serve for two consecutive terms.

The Chairman of the Board and the president of the College are *ex-officio* members of all committees of the Board of Overseers.

Term Expires

1983

Sally Fishburn Fulton, A.B.
Roanoke, Virginia

Frances Marshall McClung, A.B.

Falls Church, Virginia

Catherine Cox Reynolds, A.B.

West Hartford, Connecticut

1984

Sarah Porter Boehmler, A.B.

New York, New York

Julia Bryan Brooke, A.B.
Charlottesville, Virginia

Judith Sorley Chalmers, A.B.

Short Hills, New Jersey

Clement E. Conger, B.A.
Washington, D.C.

George T. Harrison, B.S.
Baltimore, Maryland

Margaret Sheffield Martin, A.B.
Atlanta, Georgia

1985

Marshalyn Yeargin Allsopp, M.D.

Atlanta, Georgia

Thomas N. Connors, B.A.
Salem, Virginia

W. Ford Cramer, B.A.
Westport, Connecticut

Anne V. Edmunds, A.B.
Lexington, Virginia

Julia Gray Michaux, A.B.
Richmond, Virginia

H. Taylor Morrisette, B.S.
Mobile, Alabama

R. Allison Stemmons Simon, A.B.
Irving, Texas

M. Elizabeth Tidball, Ph.D.
Washington, D.C.

1986

Alice Cary Brown, A.B.
Prospect, Kentucky

Catherine Fitzgerald Booker, A.B.
Dayton, Ohio

G. Paul Jones, Jr. B.S.
Macon, Georgia

Marvin B. Perry, Jr. Ph.D.
Charlottesville, Virginia

George G. Phillips, B.S.
Norfolk, Virginia

Kenneth S. White, L.L.B.
Lynchburg, Virginia

Ex-Officio

Harold B. Whiteman, Jr., Ph.D.
President of the College

Gwen Speel Kaplan, A.B.
President, Alumnae Association

Alumnae Association

Sweet Briar has a very active Alumnae Association which supports the interests of the College and its students and faculty.

Alumnae are represented on the Sweet Briar College Board of Overseers by the president of the Alumnae Association, who is an *ex-officio* member of the Board, and four alumnae members, who are nominated by the Association.

The policies and programs of the Alumnae Association are determined by an executive board, comprised of officers, regional chairmen, chairmen of standing committees, members-at-large, and the alumnae members of the Board of Overseers. The Association, in cooperation with the College, maintains the Alumnae Office at Sweet Briar and is represented there by the Director of the Alumnae Association.

EXECUTIVE BOARD

President

Mrs. Gerald P. Kaplan
(Gwen Speel '60)
201 Branch Brook Rd.,
Wilton, Conn. 06897

First Vice President

Mrs. Richard R. Treadwell
(Patty Sykes '58)
P.O. Box 1017
Ross, Calif. 94957

Second Vice President

Mrs. Thomas N. Connors
(Jocelyn Palmer '62)
Windsong Farm
Rt. 7, Box 109-B
Roanoke, Va. 24018

Secretary

Mrs. John L. Root
(Mary Ann Mellen '53)
11 Bachman Ct.
Greenville, S.C. 29605

Alumnae Fund Chairman

Mrs. Eugene D. Hill, Jr.
(Preston Hodges '49)
3910 S. Hillcrest Dr.
Denver, Colo. 80237

Admissions Representatives Chairman

Mrs. Stanley Breakell
(Edith Page Gill '45)
2726 Nottingham Rd.
Roanoke, Va. 24014

Bulb Project Chairman

Miss Courtney B. Stevenson '66
5814 Hillburne Way
Chevy Chase, Md. 20815

Career Planning Chairman

Mrs. Whitney G. Saunders
(Ellen Harrison '75)
502 N. Broad St.
Suffolk, Va. 23434

Continuing Education Chairman

Mrs. Stephen Schulz
(Judith Greer '61)
3613 Manton Dr.
Lynchburg, Va. 24503

Financial Aid Chairman

Mrs. William A. White, Jr.
(Elizabeth Smith '59)
1515 Scotland Ave.
Charlotte, N.C. 28207

Finance Committee Chairman

Mrs. Charles L. Cansler, Jr.
(Suzanne Jones '63)
632 Union St.
Selma, Al. 36701

Planned Giving Chairman

Mrs. Dow Grones
(Lyn Dillard '45)
206-54th St.
Virginia Beach, Va. 23451

Nominating Chairman

Mrs. John E. McDonald, Jr.
(Mary K. Lee '65)
327 Clovelly Rd.
Richmond, Va. 23221

REGIONAL CHAIRMEN AND MEMBERS-AT-LARGE

Miss Audrey T. Betts '45
2203 Carlisle Road
Greensboro, N.C. 27408

Mrs. Lawrence H. Bloom
(Ann Young '59)
283 Hathaway Lane
Wynnewood, Pa. 19096

Mrs. Lewis M. Borden
(Jane Merkle '65)
2830 East 7th Ave.
Denver, Colo. 80206

Miss Ethel Burwell '82
285 McMillan Rd.
Grosse Pointe, Mich.
48236

Mrs. J. Armistead Burwell, Jr.
(Ethel Ogden '58)
285 McMillan Road
Grosse Pointe, Mich.
48236

Mrs. James W. Flynn
(Virginia Squibb '32)
35 Deepwood Rd.
Darien, Conn. 06820

Miss K. Ellen Hagan '81
142 Ivy Dr., Apt. #9
Charlottesville, Va. 22901

Mrs. J. Davis Hamlin
(Maud Winborne Leigh '58)
3412 Southwestern
Dallas Tex. 75225

Mrs. Byron Harris
(Ann Pegram '59)
517 Arden-at-Argonne
Atlanta, Ga. 30305

Mrs. H. Hiter Harris
(Elizabeth Trueheart '49)
72 Westham Green
300 Ridge Road
Richmond, Va. 23229

Mrs. Gordon E. Mallett
(Mary Virginia Grigsby '49)
60 Raintree Dr.
Zionsville, Ind. 46077

Mrs. H. Taylor Morrisette
(Vaughan Inge '54)
5825 Fairfax Rd.
Mobile, Ala. 36608

Ex-Officio

Golden Stairs Chairman

Mrs. Michael Wilder

(Patricia Calkins '63)

1800 Strong Rd.

Victor, N.Y. 14564

Boxwood Circle Chairman

Mrs. John E. Neill

(Mary Elizabeth Doucett '41)

210 Maples Rd.

Southern Pines, N.C. 28387

Editor, Alumnae Magazine

Mrs. Walter H. Brown

(Catherine Barnett '49)

29 Crescent Rd.

Madison, N.J. 07940

Director of the Alumnae Association

Mrs. Bernard L. Reams

(Ann Morrison '42)

Sweet Briar, Va. 24595

ALUMNAE MEMBERS, BOARD OF DIRECTORS AND OVERSEERS

Dr. Marshalyn Allsopp

(Marshalyn Yeargin '68)

2931 Pine Valley Circle

East Point, Ga. 30344

Mrs. Sarah P. Boehmler

(Sarah Porter '65)

15 West 75th Street

New York, N.Y. 10023

Mrs. Lewis Booker

(Catharine Fitzgerald '47)

114 W. Hadley Rd.

Dayton, Ohio 45419

Miss Julia Brooke '81

142 Ivy Dr., Apt. 9

Charlottesville, Va. 22901

Mrs. W.L. Lyons Brown, Jr.

(Alice Cary Farmer '59)

Fincastle

Prospect, Ky. 40059

Mrs. Douglas A.S.

Chalmers

(Judith Sorley '59)

29 Marion Ave.

Short Hills, N.J. 07078

Anne V. Edmunds '82

P.O. Box 1587

Lexington, Va. 24450

Mrs. John A. Ewald, Jr.

(Jane Roseberry '52)

Rt. 10

8 Bloomfield Rd.

Charlottesville, Va. 22901

Mrs. Sally F. Fulton

(Sally Fishburn '52)

Hunting Hills

5091 Crossbow Circle

Roanoke, Va. 24014

Mrs. Charles G. Gambrell

(Sarah Belk '39)

580 Park Ave.

New York, N.Y. 10021

Mrs. Dale Harris

(Dale Hutter '53)

1309 Crenshaw Court

Lynchburg, Va. 24503

Mrs. Gerald P. Kaplan

(ex-officio)

(Gwen Speel '60)

201 Branch Brook Rd.

Wilton, Conn. 06897

Mrs. Thomas E. Martin, Jr.

(Margaret Sheffield '48)

700 Fairfield Rd., N.W.

Atlanta, Ga. 30327

Ms. Frances M. McClung
'80

1203 N. Stuart St.

Arlington, Va. 22201

Mrs. Richard A. Michaux

(Julia Gray Saunders '39)

4502 Dover Rd.

Richmond, Va. 23221

Mrs. Catherine C. Reynolds

(Catherine Cox '49)

43 Montclair Drive

West Hartford, Conn. 06107

Mrs. Heinz K. Simon

(Allison Stemmons '63)

3213 Salinas Ct.

Irving, Tex. 75062





ALUMNAE CLUBS

Alumnae Clubs, located in cities throughout the country, have not only a social function but support the College in many ways, providing funds for scholarships, informing prospective students about the College, and involving alumnae with College programs and concerns. Clubs and individual alumnae participate in the Friends of Art and the Friends of the Library at Sweet Briar. Most clubs celebrate Sweet Briar Day once a year, usually in December.

Sweet Briar alumnae clubs are located in the areas listed below. Names and addresses of club presidents may be obtained from the Alumnae Office at Sweet Briar. In addition, Key Alumnae are located in 45 areas where there are no clubs.

Albany-Schenectady-Troy, N.Y.
 Amherst-Nelson Co., Virginia
 Atlanta, Georgia
 Austin, Texas
 Baltimore, Maryland
 Birmingham, Alabama
 Boston, Massachusetts
 Capital Area, Louisiana
 Charleston, South Carolina
 Charlotte, North Carolina
 Chicago, Illinois
 Cincinnati, Ohio
 Cleveland, Ohio
 Columbia, South Carolina
 Dallas, Texas
 Denver, Colorado
 Fairfield County, Connecticut
 Greensboro, North Carolina
 Greenville, South Carolina
 Houston, Texas
 Huntsville, Alabama
 Indianapolis, Indiana
 Jacksonville, Florida
 Louisville, Kentucky
 Lynchburg, Virginia
 Miami, Florida
 Montgomery, Alabama
 Nashville, Tennessee
 New Orleans, Louisiana
 New York, New York

Northern New Jersey
 Peninsula of Virginia
 Philadelphia, Pennsylvania
 Phoenix, Arizona
 Pittsburgh, Pennsylvania
 Princeton, New Jersey
 Richmond, Virginia
 Roanoke Area, Virginia
 Rochester, New York
 San Antonio, Texas
 San Diego, California
 San Francisco Bay, California
 Seattle, Washington
 Southern California
 St. Louis, Missouri
 The Hunt Country, Virginia
 Tidewater, Virginia
 Toledo, Ohio
 Washington, D.C.
 Wilmington, Delaware
 Winston-Salem, North Carolina



EMERITI

Anne Gary Pannell Taylor,
D. Phil. (Oxon), LL.D.,
Litt. D., L.H.D.

President Emeritus

Beatrice P. Patt, Ph.D.
Dean Emeritus

Catherine Strateman Sims,
Ph.D., D. Litt
Dean Emeritus

Dorothy Jester, A.B.
Assistant Dean, Emeritus

Belle Boone Beard, Ph.D.
*Professor of Sociology,
Emeritus*

Jane C. Belcher, Ph.D.
*Dorys McConnell Duberg
Professor of Ecology,
Emeritus*

Laura T. Buckham, Ph.D.
Professor of French, Emeritus

Ruth M. Firm, Ph.D.
*Professor of Art History,
Emeritus*

G. Noble Gilpin, D.S.M.
Professor of Music, Emeritus

Henry James, Jr., M.S.
*Director of the Library,
Emeritus*

Cecile G. Johnson, M.A.
*Associate Professor of
French, Emeritus*

Ernest N. Kirmann, Ph.D.
*Professor of German,
Emeritus*

Iren Marik
*Associate Professor of Music,
Emeritus*

Lysbeth W. Muncy, Ph.D.
*Charles A. Dana Professor of
History, Emeritus*

Sarah T. Ramage, Ph.D.
*Professor of English,
Emeritus*

Marion B. Rollins, Ph.D.
*Wallace E. Rollins Professor
of Religion, Emeritus*

Richard C. Rowland, D.
Phil. (Oxon)
*Charles A. Dana Professor of
English, Emeritus*

Elizabeth F. Sprague, Ph.D.
*Dorys McConnell Duberg
Professor of Ecology,
Emeritus*

Dorothy D. Thompson,
Ph.D.
*Rockefeller-Guion Professor of
Chemistry, Emeritus*

William M. Trausneck,
Ed.D.
*Associate Professor of
Education, Emeritus*

Lucile Umbreit, A.M.
Professor of Music, Emeritus

Bertha P. Wailes, M.A.
*Associate Professor of
Sociology, Emeritus*

Elizabeth C. Wentworth,
Ph.D.
*Charles A. Dana Professor of
Philosophy, Emeritus*

FACULTY

Harold B. Whiteman, Jr.
*President; Professor of
History*
B.A., Ph.D. Yale University;
M.A. Vanderbilt University

Fontaine Maury Belford
*Dean of the College; Professor
of English*
A.B. Hollins College, A.M.
Yale Divinity School; Ph.D.
University of North Carolina
at Chapel Hill

Ralph Aiken
Professor of English
B.A. Williams College; B.A.,
M.A. (Oxon); Ph.D. Duke
University

Gregory T. Armstrong
*Charles A. Dana Professor of
Religion*
B.A. Wesleyan University;
B.D. McCormick
Theological Seminary;
Dr. theol. University of
Heidelberg

Elizabeth R. Baer
*Assistant Dean; Assistant
Professor of English*
B.A. Manhattanville College;
Ph.D. Indiana University

Susan J. Bandes⁴
*Assistant Professor of Art
History*
B.A. New York University;
M.A., Ph.D. Bryn Mawr
College

Christopher A. Bean
Readers' Services Librarian
B.A. University of New Hamp-
shire; M.L.S. University of
Rhode Island; M.A. Virginia
Polytechnic Institute and
State University

Gerald M. Berg
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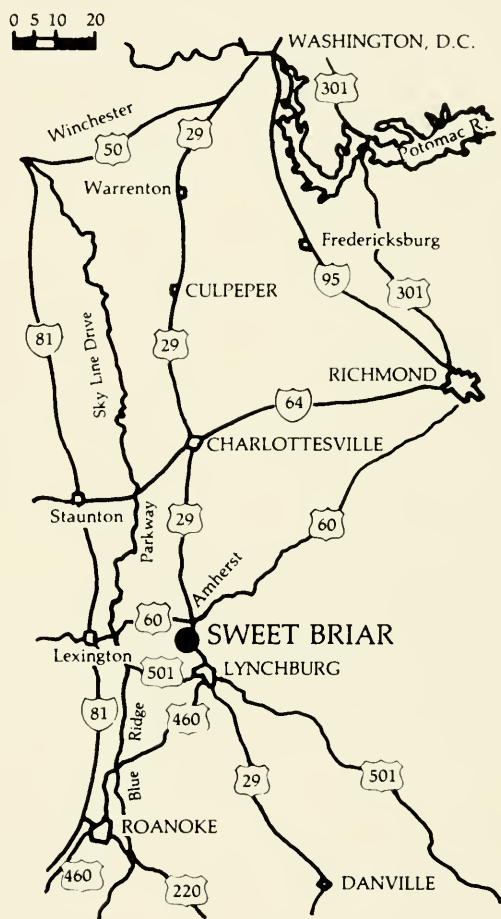
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VISITS TO THE CAMPUS

Visits to Sweet Briar are arranged through the Admissions Office. Although prospective students are not required to have interviews, they are strongly encouraged to do so. During the academic year, prospective students are welcome to spend the night in the dormitories, attend classes, and meet with students, faculty members, and Admissions Office personnel. The Admissions Office is open from 8:30 a.m. until 4:30 p.m. Monday through Friday year-round, and on Saturday mornings while the College is in session. Appointments for interviews and tours of the campus should be made as far in advance as possible.

HOW TO REACH SWEET BRIAR

Sweet Briar is in the country, 12 miles north of Lynchburg, Va., and 165 miles southwest of Washington, D.C., on U.S. 29, three miles south of its intersection with U.S. 60 in Amherst, Va. It is 100 miles west of Richmond via U.S. 60. Piedmont Airlines and Air Virginia serve the Lynchburg area, and limousine service is available from the airport to the College. The Southern Crescent (Amtrak) serves Monroe, Va., five miles south of the College; taxis meet trains only by advance arrangement through the College. Charlottesville is the nearest stop on the C&O-B&O lines (Amtrak). Trailways and Greyhound provide bus service to Lynchburg and Amherst.



Bulletin of
Sweet Briar
College

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Sweet Briar College
Virginia 24595

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Virginia 24595

Sweet Briar College



Bulletin: Catalog Issue, 1983-84

Communications with the College

MAILING ADDRESS AND TELEPHONE

Sweet Briar College
Sweet Briar, Virginia 24595

Telephone for general information
(804) 381-6100 (24-hour switchboard)

General matters concerning the College
Office of the President, 381-6210
Director of Public Relations, 381-6262

Admissions
Director of Admissions, 381-6142

Academic affairs
Dean of the College, 381-6205

Business affairs
Vice President and Treasurer, 381-6200

Student affairs, housing
Dean of Student Affairs, 381-6134

Transcripts and records
Registrar, 381-6179

Financial aid
Director of Financial Aid, 381-6156

**News bureau, publications, publicity,
campus events**
Director of Public Relations, 381-6262

Junior Year in France
Director, Junior Year in France, 381-6109

Alumnae affairs
Director of Alumnae Association, 381-6131

Grants, gifts, bequests
Director of College Development, 381-6161

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078-700)

Volume 66, Number 4
Summer 1983

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Summer

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Virginia 24595

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Admissions, Box B, Sweet Briar College, Sweet
Briar, Virginia 24595

Sweet Briar College provides notice of intent to comply with the regulations effectuating Title IX of the Higher Education Amendments of 1972, as amended by Public Law 93-568. The College intends to adhere to the letter and spirit of the law through a policy of nondiscrimination on the basis of sex in all college operations. This policy applies in particular to our education program, employees therein, and to admissions thereto save where excepted under subpart C86.15(a). In addition, Sweet Briar College adheres to a policy of nondiscrimination on the basis of race, color, religion, national or ethnic origin, age, veteran status, or handicap with respect to its educational program and activities, employees, financial aid awards, or admissions.

Peter V. Daniel, Vice President and Treasurer, is the affirmative action official of the College and designated to coordinate compliance with Sec. 504 of the Rehabilitation Act of 1973.

PLACE
STAMP
HERE

Director of Admissions

Sweet Briar College

Sweet Briar, Virginia 24595

PLACE
STAMP
HERE

Director of Admissions

Sweet Briar College

Sweet Briar, Virginia 24595

Sweet Briar College

I would like further information about Sweet Briar College.

NAME		PHONE NUMBER	
STREET ADDRESS			
CITY		STATE	ZIP
HIGH SCHOOL/COLLEGE YOU ATTEND		CITY	STATE
(1) _____	(2) _____	(3) _____	
AREAS OF ACADEMIC INTEREST			
SOCIAL SECURITY NUMBER		YEAR YOU WILL ENTER COLLEGE	

Sweet Briar College

I would like further information about Sweet Briar College.

NAME		PHONE NUMBER	
STREET ADDRESS			
CITY		STATE	ZIP
HIGH SCHOOL/COLLEGE YOU ATTEND		CITY	STATE
(1) _____	(2) _____	(3) _____	
AREAS OF ACADEMIC INTEREST			
SOCIAL SECURITY NUMBER		YEAR YOU WILL ENTER COLLEGE	

Bulletin of Sweet Briar College

**Catalog Issue
Summer 1983**

Academic Calendar 83-84

Fall Term 1983

September

10 Saturday	Arrival of new students
13 Tuesday	Registration Opening Convocation
14 Wednesday	Classes begin.

October

12 Wednesday	Founders Day
15 Saturday	Inauguration of President Nenah Elinor Fry

November

5 Saturday	Parents Day
23 Wednesday	Thanksgiving recess begins at 12 noon.
27 Sunday	Thanksgiving recess ends.

December

13 Tuesday	Classes end at 4:30 p.m.
14 Wednesday	Reading Day
15-17	Examination period
18 Sunday	Reading Day
19-20	Examination period

Winter Term 1984

January

9 Monday	Winter term begins at 8:30 a.m.
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February

1 Wednesday	Winter term ends at 5:30 p.m.
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Spring Term 1984

February

6 Monday	Spring term begins at 8:30 a.m.
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March

17 Saturday	Spring recess begins at 8:00 a.m.
25 Sunday	Spring recess ends.

May

9 Wednesday	Classes end at 4:30 p.m.
10 Thursday	Reading Day
11-12	Examination period
13 Sunday	Reading Day
14-16	Examination period
19 Saturday	Baccalaureate Service
20 Sunday	Seventy-fifth Commencement



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Sweet Briar College

Sweet Briar is a four-year, liberal arts college for women, with one of the most beautiful campuses in the country, situated on 3,300 acres of rolling meadows and woodlands in Central Virginia. The College is 12 miles north of Lynchburg, Virginia, and within easy reach of Charlottesville, Richmond, and Washington, D.C. The location, with its mountain vistas and its sense of space and spaciousness, contributes to an atmosphere of freedom, both intellectual and physical, that pervades the world of Sweet Briar.

The Students

Approximately 750 women, from 42 states and 22 foreign countries, are enrolled at Sweet Briar, and of these some 40 to 50 study abroad or on another campus for all or part of the academic year.

Some 80 percent of the student body is from out of state, and more than half are graduates of public schools.

The Faculty

The faculty is excellent and the academic program is strong. The unusually favorable student/faculty ratio of 9.3:1 means that students receive personal attention, direction, and encouragement from their professors. In fields where the Ph.D. is the accepted standard of competence, some 90 percent of the full-time faculty hold that degree. Many are established scholars, with numerous books and articles to their credit, and others are practicing professional artists.

The primary concern of this faculty is undergraduate teaching, however, and they have been nationally recognized as forerunners in the development of such new interdisciplinary programs as those in Asian Studies, Environmental Studies, and European Civilization.

Academic Excellence

Academically, standards are high and a Sweet Briar degree is widely respected. As a result, our graduates are accepted by leading graduate and professional schools and go on to become successful in many fields and occupations.

Sweet Briar offers 42 departmental majors, as well as interdisciplinary majors, interdisciplinary majors, and self-designed majors.

Coordinate programs in Management and Arts Management provide the liberal arts student with the fundamental tools, skills,

and understanding of the management process that will serve as the foundation for a wide range of career opportunities in business, industry, government, the arts, and nonprofit institutions. An already strong computer science program is enhanced by new majors combining computer science with mathematics, economics, biology, and studio art. In addition, Sweet Briar was one of the first women's colleges to offer dual-degree programs in engineering and business.

Study abroad is a popular option. In particular, the Sweet Briar Junior Year in France is the oldest, most prestigious, and the largest college-sponsored program abroad, attracting serious students from colleges and universities all over the country.

The College operates on a 4-1-4 calendar, which includes a one-month winter term in January, during which students concentrate on an intensive single course or project or undertake an internship to gain real-world experience. The Honors Program enables a student to exhibit her initiative, independence, and mastery of a major field in a year-long research project, culminating in the writing of a Senior Honors thesis.

Campus Life

The student body is self-governing through the Student Government Association, which in turn is founded upon the Honor System. Because Sweet Briar is a woman's college, women occupy all student offices and have opportunities to develop leadership skills unmatched in a coeducational institution.

Student life is enriched by an extensive program of free lectures, symposia, concerts, dance and theatre performances, art exhibits, and films, which in themselves could be considered a liberal education. Sweet Briar's Ewald Scholars Symposium has attracted national attention for its outstanding programs, beginning with "Humans and Apes" (1981), "Early Man" (1982), and "The New American Architecture" (1983).

Participation in competitive sports — field hockey, lacrosse, tennis, swimming and diving, riding, basketball, volleyball, and soccer — and in individual athletic activities is encouraged. Men from nearby colleges are frequent visitors on campus, and the social calendar is full.

Sweet Briar: 1901-1983



Sweet Briar College was founded in the first year of this century by Indiana Fletcher Williams in memory of her only daughter, Daisy, who died in 1884 at the age of sixteen. Mrs. Williams was a daughter of Elijah Fletcher, who came to Virginia from Ludlow, Vermont, in the early years of the nineteenth century and taught school in Amherst County. Later he moved to Lynchburg where he owned and published a newspaper, became a civic leader, and amassed large holdings of land as well as a considerable fortune.

At the time of Mrs. Williams' death in 1900, her estate consisted of more than 8,000 acres of land, including the Sweet Briar plantation, and over half a million dollars. Under the terms of her will, the Trustees were directed to incorporate an educational foundation in the state of Virginia, to establish it as a perpetual memorial to her daughter, and to turn over to it all property left to them in trust.

It was Mrs. Williams' desire, according to the following excerpt from her will, that *"it shall be the general scope and object of the school to impart to its students such education in sound learning, and such physical, moral, and religious training as shall in the judgment of the Directors best fit them to be useful members of society."*

The first Board of Directors determined that the College should be free from denominational control and that it should maintain the highest academic standards, uniting classical and modern ideals of education.

Sweet Briar College opened formally in September 1906, with 51 students, including 15 day students. Its A.B. degree, granted for the first time in 1910, was soon accepted for graduate work in leading universities of the country.

By 1921, Sweet Briar held membership in the Southern Association of Colleges and Secondary Schools, the American Associa-

tion of University Women, and the American Council on Education, and was approved by the Association of American Universities. Sweet Briar is accredited by the Department of Education, Commonwealth of Virginia, and is a member of the College Entrance Examination Board, a contributing member of the American School of Classical Studies at Athens, and affiliated with the Intercollegiate Center for Classical Studies in Rome. The College offers courses leading to teacher certification in Virginia and 29 other states at both the elementary and secondary level. The Music Department is approved by the National Association of Schools of Music. Its chapter of Phi Beta Kappa is the Theta of Virginia, authorized in 1949. A chapter of Pi Gamma Mu, the international society in social science, was established in 1983.

In May 1927, a Board of Overseers was established. It consists of seven Directors and additional members elected by the Directors for four-year terms. The active oversight of the College is in the hands of this larger board whose decisions are submitted to the Board of Directors for ratification. Alumnae representation on the Board of Overseers was instituted in 1934. Through a policy adopted in 1973, each graduating class now elects one of its members to serve a special two-year term on the Board of Overseers.

In 1978, the Virginia Center for the Creative Arts became affiliated with Sweet Briar as a year-round artists' colony situated at Mount San Angelo, a nearby estate belonging to the College.

Sweet Briar's first five presidents were women. Dr. Mary K. Benedict held the office from the opening in 1906 until 1916. Dr. Emilie Watts McVea served from 1916 to 1925, Dr. Meta Glass from 1925 to 1946, Dr. Martha B. Lucas from 1946 to 1950, and Dr. Anne Gary Pannell from 1950 to 1971. Dr. Harold B. Whiteman, Jr., was president from 1971 to 1983, and Dr. Nenah Elinor Fry took office August 1, 1983.

Many gifts, special endowments, and bequests have greatly strengthened the College. Chairs have been established in government, chemistry, physics, ecology, philosophy, psychology, religion, history and international affairs, and there are additional special professorships in economics, English, and Spanish.



President Nenah Elinor Fry

The Campus



Sweet Briar College is fortunate in having an unusually beautiful campus, set on 3,300 acres of rolling land just east of the Blue Ridge Mountains in Central Virginia. Meadows, woodlands, and two small lakes enhance the beauty of this area and provide exceptional opportunities for ecological studies as well as recreation.

To present a harmonious appearance, the Georgian architecture of the first college buildings, designed by Ralph Adams Cram and constructed of red brick with white columns, has been retained with modifications in those of more recent date. Today the College consists of 25 major buildings and a number of others which serve the needs of the community.

Sweet Briar House, the plantation home of the Fletcher and Williams families, is the President's house. The oldest building on campus, it has been designated a Virginia Historic Landmark.

The Mary Helen Cochran Library, Sweet Briar's main library, given by Fergus Reid in memory of his mother, opened in 1929. Additional space was provided in 1967 with the opening of the *Charles A. Dana Wing*, named for a benefactor of the College. The library collection includes more than 182,000 volumes, with additional holdings in microprint and microfilm and a current periodical list of over 800 titles, American and foreign. Special collections are shelved in the Fergus Reid Rare Book

Room, the Fanny B. Fletcher Archives Room, and the Kellogg Education Laboratory Library. The Academic Resource Center is located on the second floor of the library and houses word processing equipment for student use. The College's DEC-2040 computer system is housed in a climate-controlled wing of the library. The Junius P. Fishburn Music Library (1961) and the Martin C. Shallenberger Art Library (1961) are located in the *Mary Reynolds Babcock Fine Arts Building*. The Fanny B. Fletcher Science Library (1964) is located in the *Connie M. Guion Science Building*.

Benedict (1906), the original academic building, is named for the first president, Mary K. Benedict. Recently renovated, Benedict's classrooms and seminar rooms, faculty offices, language laboratory, and small *Tyson Auditorium* provide some of the best and most modern educational facilities available.

Named for the founder's family, *Fletcher* (1925) houses the offices of the President, the Dean, the Vice President and Treasurer, and other administrators, as well as a number of classrooms and faculty offices.

The *Connie M. Guion Science Building* (1965) contains classrooms and laboratories for the departments of biology, chemistry, physics, mathematics, and psychology, a lecture hall which seats 180, the Science Library, and the Computer Laboratory.

Extensive scientific facilities and equipment are available to students in the Guion Science Center. A partial listing follows:

- *Biology*. Two plant-growth chambers with complete environmental control facilities, large walk-in cold room, photographic darkroom, high-speed refrigerated centrifuge, modern equipment for electrophoresis, warm-animal room, Leitz phase-contrast microscope, modular electronic recording system, oscilloscope, spectrophotometers, computer terminals, a greenhouse, equipment for ecological field studies, and nearly 500 acres of sanctuaries and ecology study areas.

- *Chemistry*. An Apple computer with interfaces for analytical instruments, a Perkin-Elmer ultraviolet invisible scanning spectrophotometer, a gas chromatograph, an infrared spectrophotometer, a differential scanning calorimeter, an atomic absorption spectrophotometer, and equipment for electroanalysis.

- *Mathematics-Computer Science*. Time-sharing DEC-2040 mainframe, DECwriter II and VT52 terminals, five DEC GIGI and two TEKTRONIX graphics terminals, 30 microcomputer systems (TRS-80, Apple, Pet), and four microprocessors (AIM, KIM).

- *Physics*. Equipment for the study of nuclear and optical spectroscopy, equipment for detection and analysis of sound and light waves, Apple and Pet computers for data acquisition and analysis.

- *Psychology*. Observation cubicles with one-way vision screens, environmentally-controlled animal room with modern cages, computerized operant stations, three TRS-80 microcomputers, three-channel electronic tachistoscope, multi-channel polygraph, recorders and memory drums, and basic sensory-motor apparatus.

The *Mary Reynolds Babcock Fine Arts Center* (1961) includes a 650-seat proscenium theatre with a permanent plaster cyclorama, fly gallery, light bridge, and fully-equipped scene shop.

Five practice studios are equipped with Steinway grand pianos, a piano classroom houses six small uprights, and the Babcock stage has a Baldwin concert grand.

The Studio Art Department has painting, drawing, and print studios in Babcock. The print studio has equipment for every printing process known to the history of art, including a vacuum table for photolithography, silk screen, and etching; a Brand lithography press, a Brand etching press; a combination press; a Bessler enlarger, and an Agfa processing camera. A photographic darkroom equipped with five Omega enlargers is located in *Hill House* and a fully equipped ceramic and sculpture studio is located in the *Station House*.

Babcock also houses slide/lecture rooms, a 2,500 LP record collection, a library for the art and music collections, listening rooms, the Writers' Workshop, classrooms, and faculty offices.

Six of the eight residence halls are named for early members of the Board of Directors: *Gray* (1906), *Carson* (1906), *Randolph* (1908), *Manson* (1910), *Grammer* (1912), and *Reid* (1925). Another, *Dew* (1956), is named for the first treasurer, and the most recent, *Meta Glass* (1962), honors the third president of Sweet Briar. In addition to accommodations for students, the dormitories contain common rooms, kitchenettes, and apartments for resident

counselors, who are faculty or staff members. Students also occupy two smaller houses.

Prothro Commons (1981), a 19,000-foot renovation and addition to *Meta Glass*, serves as the College's central dining facility.

The Elizabeth and Charles Prothro Natatorium (1976) provides a 25-meter pool with six lanes which meets all NCAA requirements, and a spectator gallery. Both the Commons and the Natatorium are named for a former chairman of the Sweet Briar Board of Directors and his wife, a Sweet Briar alumna, Class of 1939.

The Daisy Williams Gymnasium (1931) contains facilities for physical education classes and indoor sports, including a training room, two dance studios, a universal gym, a whirlpool, and video-tape equipment. For organized sports and recreation there are hockey and lacrosse fields, 14 tennis courts, and a paddle tennis court; a lake for boating and swimming, a boat house with a lounge and sun deck, and an outing cabin two miles from the College.

The Harriet Howell Rogers Riding Center (1971) is one of the best-designed riding facilities in this country. Its features include a 300' x 120' indoor arena, 57 box stalls, outdoor rings and paddocks, hunt courses, and extensive riding trails.

The Harley Student Health Center (1925), named for the first college physician, contains the physician's office and examining room, nurses' quarters, and rooms for in-patients.

Religious services are held in the *Sweet Briar Memorial Chapel* (1966), which has a three-manual Holtkamp organ. It also serves as the setting for concerts. The Student Development Center is located on the lower level of the Chapel and consists of the Offices of Student Affairs and Career Planning, Student Government, Student Publications, and the Rollins Room for informal meetings. The Chaplain and several faculty members have offices in the Chapel.

The Sweet Briar Museums (1982), which contain mementos of the Fletcher and Williams families, founders of the College; alumnae memorabilia; period clothing and furniture; and artifacts of plantation life, are located in *Boxwood Inn*, a student residence hall, and in an historic cabin.

The Book Shop (1961) carries an excellent selection of general interest books as well as textbooks and supplies. In addition, it has a sportswear department and gift shop.

Members of the community and guests enjoy the *Cornelia and Edward Thompson Wailes College Center* (1970), which includes lounges, game and party rooms, and the *Bistro* — the popular gathering place for students and faculty and friends, for live music and entertainment, and for the regular Friday night Happy Hour.

Mount San Angelo, the neighboring estate owned by Sweet Briar, is the home of the Virginia Center for the Creative Arts (VCCA), the first artists' colony in the United States affiliated with a college.

Other campus buildings and facilities include the *Nursery School and Kindergarten* (1953), *Information Center*, *Post Office*, the *Alumnae House* (1929), and the old *Sweet Briar Railroad Station* (1906), which now serves as a ceramic and sculpture studio.



Academic Program

SWEET BRIAR'S MISSION

Sweet Briar is a four-year, independent college whose aim is to prepare women to be active, responsible members of society. A foundation in the liberal arts is essential to this end. Study of the liberal arts enhances the development of critical thought, leads to independence, and allows the mature adult to continue to learn long after leaving Sweet Briar.

The College believes that clear thinking and adaptability are best fostered by a broad study of those disciplines that teach one to view one's experience in wider contexts, to appreciate the achievements of the past, to derive satisfaction from the arts, to understand the methods and major theories of science, and to communicate with precision and cogency.

Moreover, the College seeks to provide an environment that encourages physical well-being, moral awareness, sensitivity to others, responsibility for one's actions, and the assumption of leadership and personal initiative — qualities enabling the graduate to enjoy life in humane community.

While recognizing the distinctive qualities of womanhood, the College believes that excellence knows no gender. Sweet Briar remains a woman's college in order to devote all its resources to the education of women in the full range of the liberal arts, including those subjects and responsibilities that have all too often been defined as male domains.

The faculty teaches individuals on a human scale. In small classes, students receive the attention that encourages self-confidence and improvement of skills for life and livelihood.

A sound foundation in the liberal arts will benefit the graduate for a lifetime, by providing the adaptability, the communication skills, and the experience in independent problem-solving which are demanded of any woman today. As an independent college, Sweet Briar possesses the freedom to respond appropriately to the many challenges facing higher education in a rapidly changing world.

CURRICULUM

The Sweet Briar curriculum reflects the conviction that a student should achieve depth in some field of knowledge, and should have a critical appreciation of the

ways in which knowledge is gained. An educated person should have an informed acquaintance with (to adapt the language of Dean Henry Rosovsky of Harvard):

- The mathematical and experimental methods entailed in the study of the physical environment, and the major theories and limitations of the natural sciences;
- The main forms of analysis and the historical and quantitative techniques needed for investigating the development and workings of modern society;
- The important scholarly, literary, and artistic achievements of past and present;
- The major religious and philosophic conceptions of humanity;
- A culture outside the bounds of classical Western culture.

REQUIREMENTS FOR THE DEGREE

Sweet Briar College confers one degree only, the Bachelor of Arts. The faculty assumes that a student who chooses to study at Sweet Briar understands that she has elected to come to a liberal arts college and that earning its degree entails certain breadth in her choice of courses. Sweet Briar requires that the holder of its degree have adequate knowledge of language, humanities, science, arts, and the social studies, and that she be aware of both the problems of the modern world and the heritage of the past. The student should plan her academic program to cover these areas of knowledge, as well as to fulfill her particular needs and interests.

To be eligible for the degree, a candidate must be enrolled as a full-time student at Sweet Briar for a minimum of two academic years, including the senior year, and must present for the degree not fewer than 19 units earned at Sweet Briar. The usual degree program covers four years, but a student with the permission of the Executive Committee of the Faculty may complete it in as few as three years or as many as five.

Every candidate for the degree is expected to complete at least 38 academic units, including specific and general requirements and requirements for the major. The student must have a minimum cumulative credit ratio of 2.000 (the



equivalent of a C average) and the same credit ratio in the major subject, counting all courses taken toward the major. No student may count more than 15 courses in a single department toward the degree; for the purpose of this ruling two half-unit courses shall be counted as one course. Each senior must pass a comprehensive examination in her major subject or complete a senior thesis or comparable project as determined by the department concerned.

From three to five and one-half units of academic work may be taken in each fall and spring term without special permission. Work for credit must be carried in at least three winter terms. A minimum of 2.5 winter-term units is required for graduation. With the permission of the College, secured in advance, a student may substitute an appropriate course of study elsewhere for a winter term at Sweet Briar. To carry fewer than three or more than five and one-half units in the fall and spring, the student must have special permission from her adviser and the Dean.

SPECIFIC REQUIREMENTS

The requirements for the degree are as follows:

- a) English 1, "Thought and Expression," which must be taken in the freshman year unless the student is exempt or offered advanced placement.
- b) Proficiency in a foreign language,* ancient or modern, which may be established in any one of several ways: by a satisfactory score on a CEEB Advanced Placement Test in language, or a score of 600 or better on a CEEB Language Test taken in high school or during the opening week at Sweet Briar, or by two course units of language study in college at the intermediate level or above.**
- c) Two course units (two semesters) in literature or the arts.

*Not more than two first-year languages may be credited toward the degree.

**A student for whom English is a second language may fulfill the language requirement by taking English 1 plus one literature course in the English Department.

- d) One course unit (one semester) in biology, environmental studies or psychology, and one course unit (one semester) in chemistry, mathematical sciences, or physics. One of these units must be a laboratory course in biology, chemistry, or physics.
- e) One course unit (one semester) in social sciences and one course unit (one semester) in classical civilization, European civilization, history, philosophy, or religion.
- f) One course unit (one semester) in non-Western studies.*
- g) One course unit (four quarters) of physical education is required of all students. One quarter must be a fitness course. This requirement should be fulfilled in the freshman year unless there is a medical deferral.

Some courses taken in the student's major field may count towards fulfilling these distribution requirements. In addition, a student may satisfy any of the requirements by a satisfactory score on a CEEB Advanced Placement Test, if appropriate and offered in the particular discipline, or by a departmental examination given at Sweet Briar.

Requests for exceptions to the requirements for the degree may be referred by the Dean to the Executive Committee of the Faculty for consideration.

MAJOR REQUIREMENTS

In the spring of the sophomore year a student must plan with her major adviser a program for the junior and senior years.

Departmental Majors

A student must complete 8 to 15 units in the major field, according to the requirements specified in the departmental statement. She may select any of the following as her major subject:

Anthropology
 Anthropology and Sociology
 History of Art
 Studio Art
 Studio Art-Computer Science
 Biology
 Biology-Computer Science



Chemistry
 Classical Civilization
 Dance
 Economics
 Economics-Computer Science
 English
 English and Creative Writing
 French
 German
 Government
 Greek
 History
 Latin
 Mathematics
 Mathematics-Computer Science
 Modern Languages
 Music
 Philosophy
 Physics
 Psychology
 Religion
 Sociology
 Spanish
 Theatre Arts

*Non-Western students who prefer to substitute a different type of course should consult the Dean of the College.

Double Major

A student may declare, complete, and have recorded a double major by fulfilling the requirements of two departments, including two comprehensive examinations or the equivalent, as determined by each department. Double majors are often related to future career or graduate/study plans. Recent graduates have had such double majors as Anthropology/French, Biology/Studio Art, Chemistry/Physics, Economics/Mathematics, Economics/Spanish, English/Sociology, History/Music, International Affairs/French, Psychology/Sociology.

Interdepartmental Majors

Interdepartmental majors are designed to provide a closely integrated program for students interested in a subject which cuts across departmental boundaries. Each of these consists of a group of required courses and a group of related subjects totalling at least 12 units, in addition to the courses taken to meet the general requirements for the degree. The total number of units varies, depending somewhat upon the degree of advancement of the required courses and their prerequisites. A faculty adviser supervises each of these programs and serves as major adviser to students who elect it.

Interdepartmental majors are offered in:

- American Studies
- British Studies
- Classical Studies
- French Studies
- German Studies
- Italian Studies
- Biology-Chemistry
- Mathematical Physics
- Pre-Engineering Studies

Within the Division of Social Science there are majors in International Affairs and Political Economy. Other majors, such as Mathematics-Psychology, may be planned to suit the interest of individual students.

Interdisciplinary Majors

An interdisciplinary major which concentrates on a specific topic or a historical period may be planned by a student in consultation with a faculty adviser from

one department, assisted by representatives of each of the other departments involved. The major must include at least 11 units; a minimum of 6 of these units should be in one department. Three of these six units must be at the 200-level or above, exclusive of honors projects or senior projects. In addition, a senior project with a value of one or two units is to be selected with the approval of the major advisers. An honors project may be substituted for the senior project, but a student may not receive double credit for this project as both a senior and an honors project. The form of the comprehensive requirement will be determined by the major advisers in consultation with the student.

A coordinate major in Environmental Studies enables a student to combine a departmental major with environmental studies. A coordinate major is also offered in European Civilization.

Self-designed Majors

Self-designed majors allow students to concentrate on interdisciplinary areas that do not have prescribed requirements. Student-designed majors have included Art Therapy, Sociology-Education, and Urban Studies.

Special Programs

Coordinate programs are offered in Environmental Studies, European Civilization, Business Management, and Arts Management. A special program is also offered in Asian Studies.

ACADEMIC ADVISING

The advising system at Sweet Briar, coordinated through the Office of the Dean, enables students to meet many faculty members and to select those whom they wish to consult about their academic program and educational goals.

At the beginning of the freshman year, the student is assigned to a faculty adviser on the basis of shared academic interests. Unless she chooses to change advisers, a student will work with this faculty member for her first two years.

Juniors and seniors are usually advised by the chairpersons of the departments in which they have declared their major. Sup-

plementary advising of freshmen and sophomores is the responsibility of the Assistant Dean. The Dean of the College is responsible for advising juniors and seniors.

The Dean, Assistant Dean, members of the faculty, and the Director of Career Planning share the responsibility for advising students about graduate and professional programs and about career plans.

Academic Resource Center

The Academic Resource Center, located in the Mary Helen Cochran Library, provides individual academic counseling in study skills and writing. The Center offers frequent workshops on note-taking, effective testing techniques, reading skills, memorizing, concentrating, and computer use. In addition, a Peer Tutoring Program is organized through the efforts of the Center. An Apple II Plus microcomputer is available for student use in the Center.

THE HONORS PROGRAM

The Honors Program allows the student of superior initiative and ability to do advanced work in her major field and thereby to become eligible for the honors degree. The regular requirements for the major must be met, including any required courses and the comprehensive requirement, but under certain conditions units earned in honors work may be counted toward the units required for the major. An interested student should plan her program with her major adviser during registration for her junior year.

A qualified student enters into candidacy for the honors degree in the winter term or the spring term of her junior year. Usually she does so by taking an advanced course in her major department as an honors variant, which entails additional work of a more mature and independent nature.

In her senior year a candidate does independent research and writes a thesis under the direction of a member of her major department. Throughout their senior year, honors students meet with the faculty Honors Committee to discuss their research and participate in a program of lectures, films, and discussions. Students share their discoveries in a "work in progress" presentation to faculty and peers.

The honors thesis must be completed, in

a form specified by the major department, not later than two weeks before the end of classes. The thesis is evaluated by a committee made up of the candidate's thesis adviser, another member of the department or division concerned, and a member of the faculty of another college; this committee also conducts an oral examination on the thesis and determines the level of honors to be awarded.

A candidate who fails to meet the requirements of the program is transferred to candidacy for the regular degree.

A more detailed description of the Honors Program is available in the Office of the Dean.

FOREIGN STUDY

For many years Sweet Briar has encouraged qualified students to spend all or part of the junior year in study abroad. The College sponsors and directs the Sweet Briar Junior Year in France and is prepared to approve for credit other programs under the sponsorship of accredited four-year colleges or universities. Qualified candidates, if recommended, may apply as visiting students to the Universities of Aberdeen, Exeter, or Southampton.

Although study abroad is in keeping with the liberal arts tradition, in some fields of specialization it is neither advisable nor profitable. For this reason, and in order to plan her program of study carefully in advance, a student wishing to spend all or part of the junior year abroad should confer with the Dean at an early date, preferably in her freshman year. To qualify for approval of her plans, she should have a general academic average of at least *C plus* for the first four terms and she must have shown strength in her major subject. In addition, she must plan to enroll during her period abroad in at least one course in her major field or in a closely related field.

In all cases the approval of the College must be sought in advance if credit toward the Sweet Briar degree is to be granted. A student who undertakes study abroad without the prior approval of the Dean is regarded as having withdrawn from Sweet Briar and must apply for readmission if she wishes to return.

A student must submit a written application for study abroad, together with a letter

from her major adviser approving her plan and a letter of consent from her parents or guardian, before February 15 of the sophomore year. A student proposing to spend only one term of the junior year in foreign study is advised to plan to do so in the fall term.

Junior Year in France

The Sweet Briar Junior Year in France, sponsored by the College, offers a program of foreign study to mature and responsible students who are especially interested in the language, history, and culture of France or who desire to specialize in such subjects as art, history, international affairs, or political science. During 1983-84, 120 students from 36 colleges and universities across the country will study under this distinguished program.

A candidate for admission must have had at least two years of pre-college French, with an average of at least *B* and a general average of at least *B minus*. She must also be recommended by the Department of Modern Languages, by her major adviser, and by the Dean. Applications from Sweet Briar students must be submitted to the Dean by February 15. For detailed information, a bulletin is available from the Sweet Briar office of the Junior Year in France.

Heidelberg University, Germany

Students of German may study for one term or the entire academic year in Heidelberg with a program sponsored by Heidelberg College, Tiffin, Ohio. Information is available from the Office of the Dean.

Middlebury Program in Florence

Through a special arrangement, Middlebury College's Italian Program in Florence will accept any Sweet Briar student whose application has been approved by the Dean.

Semester in Rome

A student majoring in Classical Studies or History of Art may spend the fall and winter terms of her junior year at the Intercollegiate Center for Classical Studies in Rome. Information about the Center may be secured from the Office of the Dean.

St. Andrews University, Scotland

Since the early 1930's, Sweet Briar has had a unique exchange program at St. Andrews University in Scotland. One or more students are selected each year and recommended to the faculties of St. Andrews for admission to visiting student status in their junior year. The highest ranking candidate is designated as the St. Andrews Exchange Scholar. Consideration will be given to the suitability of the applicant's major field and to her academic record, capacity for independent work, and personal maturity. Application papers should include a letter from the applicant stating her purpose in studying abroad, written approval of her parents or guardian, and a recommendation from her major adviser or another member of the department. These papers should be submitted to the Dean by February 15. Selection will be made by a faculty committee.

Virginia Program at Oxford

Sweet Briar is one of five Virginia colleges sending a select group of students to St. Anne's College, University of Oxford, England, for summer study. The program follows the English system, combining lectures and weekly tutorials conducted by Oxford dons. The literature, history, and society of late 16th- and early 17th-century England is the central theme of both lectures and tutorials. The program is designed for rising seniors and juniors, though exceptionally qualified rising sophomores may be considered. All applicants are strongly urged to take background courses in English history and literature before applying. Applications are due March 1 and may be obtained from the Office of the Dean.



OFF-CAMPUS STUDY Dual-Degree Programs

Sweet Briar College has agreements with three engineering schools, Georgia Institute of Technology, Columbia University, and Washington University, St. Louis, whereby a student can spend three years at Sweet Briar pursuing a Pre-Engineering Sciences major and one or more years at the preferred engineering school. At the end of four years, the student receives a Bachelor of Arts degree and, after the required time at the engineering school, receives a Bachelor's or Master's degree in engineering (see page 49).

A dual-degree program in business is also in effect with the McIntire School of Commerce at the University of Virginia (see page 38).

Seven College Exchange: A College Consortium

Sweet Briar participates with six other colleges (Hampden-Sydney, Hollins, Mary

Baldwin, Randolph-Macon, Randolph-Macon Woman's College, and Washington and Lee University) in a program which allows students, usually juniors, to spend a term or an academic year at one of the other colleges. The primary purpose of this consortium is to pool resources, thereby making it possible to expand and extend the offerings of the individual colleges. Information is available in the Office of the Dean.

Tri-College Exchange

By agreement among the three colleges, a student at Sweet Briar may take a course at Lynchburg College or Randolph-Macon Woman's College, provided the course is not currently available at Sweet Briar. No tuition will be charged in addition to that already paid to Sweet Briar, but the student must pay any extra fees or charges. Grades received at these colleges are accepted by Sweet Briar. The College will assist Sweet Briar students in making travel arrangements.

Washington Semester

An upperclass student may spend the fall term in one of several American University programs in areas of the judiciary, international development, American studies, or economic, foreign, or domestic policy determination. Application should be made to the chairman of the Department of Government not later than March 1 for the following year.

Summer Work and Study

Summer vacations provide opportunities for a variety of educational experiences which can give added significance to the more formal studies of the college curriculum. Paid employment, internships, volunteer work, travel, and the acquisition of skills such as typing are strongly recommended as profitable occupations during the summer months. The Director of Career Planning will be glad to help students who wish to plan advantageous use of the summer vacation.

Subject to the stipulations set by the faculty, credit toward the Sweet Briar degree may be allowed for summer study in accredited American colleges and universities in approved programs abroad and for internships and independent study approved by the Dean. Information may be obtained from the Dean.

WINTER TERM

Sweet Briar's 4-1-4 calendar creates a one-month winter term in January, during which each student pursues a single topic intensively. Study, either on or off campus, may take the form of course work, independent research, or internships.

Internships are increasingly important for students who wish to explore career possibilities and gain work experience. Because of Sweet Briar's proximity to Washington, D.C., each January a large number of students go there to serve as political, legal, or public service interns. Others are economics interns in banks, brokerage houses, or business establishments; biology or psychology interns in hospitals, mental health centers, or veterinary hospitals; art history or studio art interns in museums, galleries, auction houses, or advertising agencies. During

1983 interns were in New York, including an English major working for the *Village Voice*, and art history student at Sotheby's, and a number of economics majors working for E.F. Hutton, Merrill-Lynch, and other financial houses. Other students interned at the Peale Museum in Baltimore, the Philadelphia Museum of Art, and the U.S. International Trade Commission.

Some courses take the form of study tours, such as recent trips to London, Paris, Jamaica, Mexico, Germany, Austria, Italy, and the Soviet Union. In 1983, students in "The Economics of the Arts" learned about the management of the visual and performing arts in a study tour to New York, London, Edinburgh, Amsterdam, and Munich. The London Theatre study tour offered students an opportunity to see and discuss a dozen plays they had read and to meet performers, directors, and other professionals in the theatre. "Giotto to Picasso" was a survey of art history from the fourteenth to the twentieth centuries with first-hand study of works of art in the National Gallery of Art in Washington, D.C.

Like the off-campus courses, winter term courses offered on the Sweet Briar campus supplement or open up areas of study beyond the courses given during the other two terms. Last year, for instance, students could take courses which ranged from "Designing Life — The New Biotechnology," to "Love in Racine's Theatre," to "Witchcraft in Europe and America," to "Women in Organizations."

In addition to scheduled credit courses, a wide variety of noncredit courses is offered on such practical subjects as typing, retail management, or career planning. There is also at least one College-sponsored trip, typically to the Kennedy Center in Washington, as well as several film series. Ski areas near Sweet Briar offer ample diversion from the pressure of course work during the term.



Pre-Professional Preparation

With expanding opportunities for women in business and the professions, students are increasingly concerned about preparation for future careers. To meet these concerns, Sweet Briar has developed a number of advisory and counseling services, as well as specific programs for students with career goals in various fields.

BUSINESS AND MANAGEMENT

Many Sweet Briar alumnae are successful businesswomen. Some embark on careers directly after graduation; others first earn the Master of Business Administration degree. The specific requirements of MBA programs vary substantially, but in general, undergraduate work in economics, accounting, and mathematics — especially calculus, statistics, and computer programming — provide appropriate preparation. Graduate schools of business tend to place a heavy emphasis on prior business experience and the winter term Business Internship Program in the Department of Economics provides a qualified student with an opportunity to acquire a directed and intensive introduction to business operations. Graduate schools of business usually require the Graduate Management Admission Test (GMAT).

Recent Sweet Briar graduates have entered graduate business programs at the Harvard Business School, the Wharton School of the University of Pennsylvania, the Darden School at the University of Virginia, the American School of International Business, the University of Michigan, New York University, the Tuck School of Management at Dartmouth, and elsewhere. Professor Miller is pre-business adviser.

A dual-degree program in business with the University of Virginia enables a student to earn an A.B. degree from Sweet Briar College and a B.S. degree from the University of Virginia in five years. Under this program, the student will attend Sweet Briar for approximately three academic years and the McIntire School of Commerce at the University of Virginia for approximately two academic years to fulfill the requirements of both institutions. A student interested in enrolling in this program should consult with Professor Miller early in her freshman year.

It is not necessary, however, for a career-minded student to specialize so intensely. The Coordinate Program in Management (see page 61) provides the student majoring in one of the traditional liberal arts fields, such as English, history, or political science, with a range of courses that will significantly enhance her potential to apply her general education effectively in a wide range of employment opportunities in business, government, and nonprofit organizations.

COMPUTER SCIENCE

Sweet Briar makes available a variety of opportunities in computer science which enable the student to enter the rapidly growing computer field. Computer use is not limited to courses in the Mathematical Sciences, but extends into courses in Biology, Chemistry, Physics, Psychology, Sociology, Government, History, Economics, Modern Languages, English, and Studio Art. Most students will be "computer literate" by the time they graduate.

Four majors combine computer science with another field: Mathematics-Computer Science, Economics-Computer Science, Biology-Computer Science, and Studio Art-Computer Science. Students interested in computer science also frequently elect majors in Mathematical Physics or Mathematical Economics, or choose an unrelated major to effectively "minor" in a computer-related area.

Sweet Briar's computer facilities are open 24 hours a day. They include a DEC-system 2040, which is a 512K mainframe computer, and a variety of terminals, including DEC-writers, VT 100's, TEKTRONIX and GIGI graphics terminals. There are over 30 microcomputers — Apple and TRS-80 disc systems — in use across the campus. A microcomputer laboratory in the Guion Science Building is available for classes and individual projects.

Internships and campus employment are available to students in computer science related programs.

Students interested in computer science should consult the Director of Academic Computing and/or the Chairman of the Department of Mathematical Sciences when planning their program.

EDUCATION

Sweet Briar is approved by the Virginia State Department of Education to prepare kindergarten, elementary school, and secondary school teachers for professional certification in many academic areas. By following the program and completing the requirements set by Sweet Briar, a student becomes eligible for Virginia's Collegiate Professional Certificate, which by virtue of reciprocity is accepted by approximately 30 other states. Positions in educational administration, supervision, and research usually require previous successful experience in classroom teaching. Practical teaching experience is gained through observation, participation, and supervised student teaching at Sweet Briar Nursery School and Kindergarten on campus and at local public schools.

Students planning to teach should consult with Professor Stone early in their freshman year (see p. 47).

ENGINEERING

Pre-professional technological and scientific training is available through a dual-degree program in engineering with Georgia Institute of Technology, Columbia University, or Washington University in St. Louis. Under this program a student combines three years of study at Sweet Briar with two years at the cooperating institution, earning an A.B. degree from Sweet Briar and a B.S. degree in engineering (mechanical, chemical, civil, electrical, nuclear, and others), health systems, computer science, or management science from the other school. Anyone interested in this program should consult with the pre-engineering adviser, Professor Elkins, as early as possible in the freshman year.

Recent Sweet Briar science graduates have been accepted for graduate work in engineering at M.I.T., the University of Michigan, Columbia University, the University of Virginia, and Georgia Institute of Technology.

GOVERNMENT SERVICE

Graduates in various fields, especially those who have majored in government, economics, sociology, the natural sciences, and mathematics, have gone on to careers in government service. The Washington Semester sponsored by American University (see p. 19) or a winter term internship in Washington affords the student the opportunity for on-the-scene participation in the workings of the federal government and for making valuable contacts in the Washington job market.

Internships at the state level or with local governments provide opportunities for experience in policy making and administration in these rapidly expanding areas of employment for women. Students interested in a career in government should consult Professor Gilpatrick.

GRADUATE STUDY

Sweet Briar graduates in all fields are accepted by leading graduate schools throughout the country. Recent graduates have entered such universities as Harvard, M.I.T., the University of Virginia, the University of Illinois, Bryn Mawr, Northwestern, Tulane, Cornell, Duke, the University of Michigan, and the University of North Carolina in such diverse fields as economics, speech pathology, art history, English, history, musicology, environmental sciences, political science, German, French, dance, mathematics, anthropology, microbiology, and child development. Graduate study has led to careers in teaching, research, publishing, museum work, social work, educational administration, and applied art, as well as positions in business, law, medicine, and government.

Students interested in graduate study should consult the appropriate departmental chairpersons.

Information and application blanks for the standard tests required by many graduate and professional schools, such as the Graduate Record Examinations, the Law School Admission Test, and the Medical College Admission Test, are available in the Office of the Dean.

JOURNALISM

A liberal arts education is considered an excellent background for a career in journalism. A student who has earned a B.A. degree can usually complete an M.A. degree in journalism in one year at a professional school. Newspapers and magazines sometimes employ promising beginners without a journalism degree if they have experience on a college newspaper. *The Sweet Briar News* and other campus publications, as well as summer or winter term internships, offer good opportunities for students to obtain practical experience.

LAW

Law schools have no set requirements for admission, but look favorably upon liberal arts graduates. Students who plan to enter law school are advised to maintain a high quality of course work and to select courses that will sharpen their skills in writing, argumentation, and critical analysis.

To be considered seriously by a law school, a student should maintain at least a B average, do well on the Law School Admissions Test (LSAT), which is normally taken in the fall of the senior year, and have several letters of recommendation. Some law schools also require a personal interview. Sweet Briar graduates have gone on to leading law schools, including the University of Virginia, Washington and Lee University, Georgetown University, Fordham University, Vanderbilt University, and the University of Pennsylvania. Students considering a career in law should consult Professor Gilpatrick or Professor Thomas Hartman, pre-law advisers.

MEDICINE AND HEALTH SCIENCES

More and more women are seeking and gaining admission to medical schools and other schools of health science. These schools in turn look favorably on liberal arts students who often have developed the humaneness and the ability to communicate that are so desirable in a practicing physician. The Medical College Admission Test (MCAT), taken by

applicants at the end of the junior year, stresses analytical and problem-solving ability, which is also developed by a liberal arts education.

A science major is generally recommended for a student wishing to enter the health field. The biology-chemistry interdepartmental major fulfills all the standard requirements for medical school and other health-science programs. However, a medical school may accept the superior student who has majored in a nonscientific field, so long as she has demonstrated proficiency in science. Sweet Briar graduates hold medical degrees from Duke University, Johns Hopkins University, the University of Virginia, Cornell University, Georgetown University, the University of Texas, and elsewhere.

Students interested in a career in the health professions (medicine, dentistry, veterinary medicine, pharmacology, health administration, and others) should consult Professor Margaret Simpson, the premedical and health careers adviser, early in their freshman year.

RELIGION

Professional careers for women in religion have expanded significantly in the past fifteen years. Many religious bodies ordain women or employ them in other capacities, and the concept of "ministry" now includes a wide variety of activities in service to others. Most such careers require professional or graduate study at a theological seminary or in a graduate department of religion.

A broad liberal arts education, including if possible the biblical languages, is the recommended preparation for ministerial studies. A religion major is desirable but not always necessary for graduate study in religion (M.A. or Ph.D.). In recent years, Sweet Briar graduates have gone on to Harvard Divinity School, Union and General Theological Seminaries in New York, Virginia Theological Seminary in Alexandria, the Presbyterian School of Christian Education in Richmond, and the University of Virginia. Members of the religion department or the Rev. Myron B. Bloy, Jr., Chaplain, will advise any student who is interested in graduate study or a professional career in religion.

Sample Programs

The sample programs below will serve to give some idea of the possibilities open to those who wish to prepare for professional study in business, engineering, law, or medicine. Such preparation is well-adapted

to a liberal arts curriculum, and has the added advantage of allowing for excursions into other fields. These programs are but samples; many modifications and variations are possible.

Pre-Business: Economics Major			
	Fall	Winter Term	Spring
Freshman	English 1 Modern Language 5 Economics 3 Mathematics 23 Physical Education	Elective: Literature	Physics 5 plus Lab. Modern Language 6 Economics 4 Mathematics 24 Physical Education
Sophomore	Mathematics 9 Government 5 Economics 27 Economics 111 Social Science 135	Economic Crisis and Social Policy European Study Tour	Economics 180 Economics 28 Government 102 Social Science 136 Spanish 148 or French 232
Junior	Economics 107 Economics 215 Economics 225 English 117 History 121	Internship	Economics 108 Economics 216 Philosophy 24 English 26
Senior	Economics 219 Economics 213 Religion 219 History 129 Economics 231	Internship	Economics 262 Economics 352 (Sr. Seminar) Government 214 History 130

Engineering: Mathematics-Physics Major			
	Fall	Winter Term	Spring
Freshman	English 1 Chemistry 21 Mathematics 23 Modern Language 5 Physical Education	Mathematics 80 — FORTRAN Programming	Economics 4 Mathematics 24 Chemistry 22 Modern Language 6 Physical Education
Sophomore	Mathematics 115 Physics 103 Physics 121 (Lab) Economics 3 Modern Language: Literature	Elective: Social Sciences	Mathematics 116 Physics 104 Physics 122 (Lab) Modern Language: Literature Government 6
Junior	Physics 105 Physics 221 Chemistry 109 Government 109 Government 213	Elective: Literature	Physics 106 Mathematics 212 Economics 110 Social Science 136 Physics 222
Senior	Physics 301 Mathematics 207 Government 101 Psychology 3 Environmental Studies 1	Elective: Art, History, or Public Speaking	Mathematics 248 Physics 302 Government 102 Psychology 4

Pre-Law: Government Major			
	Fall	Winter Term	Spring
Freshman	English 1 Spanish 5 Mathematics 9 Government 5 Physical Education	Elective: Literature	Biology 3 plus Lab. Spanish 6 Economics 4 Government 6 Physical Education
Sophomore	Economics 3 English 225 Government 109 Government 213	Money in Europe (European Study Tour)	Economics 206 Mathematics 80W History 104 European Civilization 18
Junior	Economics 27 History 121 Government 101 Government 215 Spanish 151	Internship	Economics 28 History 252 Government 102 Government 216
Senior	History 201 Philosophy 19 Social Science 135 (Asian Civilization) Government 209	Internship	English 267 Government 220 Government 222 Government 352 (Senior Seminar)

Pre-Med: Biology-Chemistry Major			
	Fall	Winter Term	Spring
Freshman	Chemistry 21 or (7) English 1 French 5 Mathematics 23 Physical Education	Elective: Literature	Chemistry 22 or (8) Biology 3 French 6 Mathematics 24 Physical Education
Sophomore	Biology 109 Chemistry 109 Psychology 3 Economics 3	Internship	Biology 100 Chemistry 110 Psychology 4 Economics 4
Junior	Biology 105 Chemistry 221 Physics 103 Physics 121 Government 109	Internship	Biology 206 Chemistry 102 Physics 104 Physics 122 Anthropology 112
Senior	Biology 351 Chemistry 221L History 107 Religion 6 Psychology 303	(-MCAT-) Elective: Art or Music	Biology 226 Chemistry 232 Chemistry 352 Philosophy 154



Courses of Instruction

Courses of instruction are offered by the following departments: History of Art, Studio Art, Biology, Chemistry, Classical Studies, Education, English, Mathematical Sciences, Modern Languages, Music, Philosophy, Physical Education, Physics, Psychology, Religion, and Theatre Arts; and by the Division of Social Science, including Anthropology, Economics, Government, History, Social Science, and Sociology.

Course numbers indicate in a general way the level of instruction. Numbers below 100 indicate introductory courses; 101 to 200, intermediate courses; 201 to 300, advanced courses; and above 300, courses normally open to seniors, major students, and others of unusual ability.

Odd numbers usually designate courses offered in the fall term; even numbers, those offered in the spring term. If a course is offered in more than one term, the letter X following the number indicates the fall term; W, the winter term; Y, the spring term. A few courses offered in the summer are designated by S.

Courses extending through the year are indicated by numbers linked by a hyphen or comma. A hyphen indicates that the fall term is a prerequisite to the spring term and that no credit will be given for one without the other except with the permission of the instructor. A comma indicates that the fall term may be taken independently of the spring term but that the fall term is prerequisite to the spring term, except when otherwise specified.

Unless otherwise indicated, each course carries 1 unit of credit per term.

Square brackets [] enclosing a course number and title indicate that the course will not be offered in the current year.

A bullet (•) indicates that the course is open to freshmen. The phrase "by permission" means permission of the instructor.

AMERICAN STUDIES

SAVARESE, TAYLOR
Advisers

Each of the following major programs requires twelve units in American subjects:

A student who elects American History and Literature as her major must complete four units in history (103, 104, 133, 134),

four in English (177, 178, and two from 229, 230, 231, 232, 297), and History 212 in the senior year. Three additional units in history of art, English, philosophy, religion, or in the Division of Social Science are to be selected in consultation with the major advisers.

A student interested in other aspects of American society may complete a major program in American Studies consisting of four units of either American history or literature and four units of American subjects in one other field, such as anthropology and sociology, history of art, economics, government, and philosophy and religion. The student who elects four units of American history must also take English 177, 178; the one who elects four units of American literature must also take either History 103, 104 or 133, 134. Another two units in appropriate subjects are to be chosen under the guidance of the major advisers.

In both programs the senior comprehensive requirement may be a written or oral examination or its equivalent in the form of a thesis, to be determined in consultation between the advisers and the student in the fall of the senior year.

ANTHROPOLOGY AND SOCIOLOGY

EDWARD H. DRAYER, Chairman
Associate Professor

CATHERINE H.C. SEAMAN
Professor

CLAUDIA CHANG
Assistant Professor

MARC R. SCHLOSS
Assistant Professor

BRENT M. SHEA
Assistant Professor

ROGER FUNG CHOW*
Visiting Lecturer in Social Work

*Part-time

The Department offers three major programs: Anthropology, Sociology, and Anthropology and Sociology. Schloss is the adviser for Anthropology; Drayer is the adviser for Sociology.

A student who elects **Anthropology** or **Sociology** as her major field must complete ten units in the Division of Social Science as follows: eight units in the major field, four of which must be in advanced courses numbered 200 or above, including the Senior Seminar; the remaining units are to be elected from at least two other departments within the Division. A student who elects the major in **Anthropology and Sociology** must complete twelve units in the Division of Social Science: ten units in the major fields, five in Anthropology and five in Sociology; three units in each field must be in courses numbered 200 or above, including the Senior Seminar. The remaining units are to be elected from at least two other departments within the Division.

The senior comprehensive requirement for students majoring in the Department may be in the form of a written or oral examination or a comparable project.

ANTHROPOLOGY

•7X or 7Y PHYSICAL ANTHROPOLOGY

Chang

An introduction to physical anthropology, covering the patterns and mechanisms involved in man's evolution, the development of culture, and primate behavior.

•14 ANTHROPOLOGICAL ARCHAEOLOGY

Chang

An introduction to the theory and methods of anthropological archaeology and a survey of some of the prehistoric societies in different parts of the world.

•112X or 112Y CULTURAL ANTHROPOLOGY

Fall term: Seaman

Spring term: Schloss, Seaman

The study of the cultures and social structures of non-Western man, his economy, households, religions, political organizations, and environments. The impact of Western society upon certain primitive and peasant groups is discussed.

[121 CULTURE, SOCIETY, AND THE INDIVIDUAL]

Schloss

A detailed investigation of the relationships of the individual with his culture and the society in which he lives.

Prerequisite: Anthropology 112 or Sociology 1 or 9 or 12, or permission

123 ARCHAEOLOGY OF THE NEW AND OLD WORLDS

Chang

A study of prehistoric societies in both the New and Old World. It covers the way of life in these societies, the development of agriculture, and beginnings of urbanism.

Prerequisite: Anthropology 14

[124 ETHNOLOGY]

Chang

The study of a selection of primitive peoples and their ways of life.

Prerequisite: Anthropology 112

159 CULTURAL ECOLOGY

Chang

An introduction to the use of cultural ecology in the comparative description and analysis of human societies. Subsistence and production strategies of human groups form the cultural core that shapes economy, social structure, and ideational systems. This perspective is explored through comparative studies of hunter-gatherers, swidden and wet-rice agriculturalists, and nomadic pastoralists.

Prerequisite: Anthropology 112

168 PEOPLES AND CULTURES OF THE MEDITERRANEAN

Chang

An areal survey of selected Mediterranean societies, including the comparative analysis of selected European, Middle Eastern, and North African cultures. An examination of the central concepts in the social anthropology of this region: honor and shame, the roles of family and kinship, and systems of stratification. Alternate years.

Prerequisite: Anthropology 112

174 WOMEN AND MEN: AN ANTHROPOLOGICAL PERSPECTIVE
Schloss

Are relations of power and status between men and women always unequal? We will explore this question by looking at cultural ideas of gender in various political and economic contexts. We also will investigate how ideas and images of the sexes provide the conceptual core of social structures.

199 PEOPLES AND CULTURES OF AFRICA
Schloss

A study of cosmology and moral thought, political organization, and economy in various African societies and a consideration of the special place of African studies in the development of social anthropology. Alternate years.

Prerequisite: Anthropology 112 or permission

213 MARRIAGE AND THE FAMILY
Seaman

Analysis of marriage and family relationships in American society compared with that of non-Western society.

Prerequisite: Anthropology 112 or Sociology 1 or 9 or 12. Open to seniors without prerequisite by permission.

228 MAGIC, WITCHCRAFT, AND RELIGION
Schloss

An examination of magic, witchcraft, and religion and their roles and function in primitive societies.

Prerequisite: Anthropology 112

243 PRIMITIVE SOCIAL ORGANIZATION
Schloss

A study of the economic, political, religious, and kinship organization of selected primitive and peasant societies.

Prerequisite: Anthropology 112

261, 262 SPECIAL STUDY (½ or 1)
The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission of the member of the department who will supervise the student

329 ANTHROPOLOGICAL THEORY
Seaman, Schloss

A survey of the development of theory from its roots in eighteenth-century positivism to the present.

Prerequisite: Anthropology 112, Sociology 1 or 9 or 12, and two additional units in anthropology and/or sociology

352 SENIOR SEMINAR IN ANTHROPOLOGY
Seaman

Subjects and projects are determined by the interests and needs of the group. Opportunity is given for independent work.

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

SOCIOLOGY

•1X or 1Y INTRODUCTION TO SOCIOLOGY
Drayer, Shea

An introduction to the analysis of human group behavior within the context of social interaction and social institutions. Primary emphasis on the sociological perspective, methods of social science, socialization processes, and the structure of major institutions. Prerequisite to all other courses in sociology.

[104 MODERN SOCIAL MOVEMENTS]
The Department

A study of social conditions and ideological developments in Europe during the latter half of the nineteenth and the first decades of the twentieth century, leading to the emergence of politically extreme movements. Special attention will be given to a sociological-historical analysis of "Fascist" parties in France, Germany, and Italy.

Prerequisite: Sociology 1 or 9 or 12

[107 THE COMMUNITY]

An analysis of the social organization and social function of the community in human society with emphasis on the modern micro-unit, or small community, such as the Russian kolkhoz, Israeli kibbutz, Irish village, New England neighborhood.

Prerequisite: Sociology 1 or 9 or 12 or Anthropology 7

108 POPULATION

Seaman

An analysis of historical, contemporary, and anticipated population trends as these are related to economic and social situations of selected areas, with special reference to the United States.

Prerequisite: Sociology 1 or 9 or 12 or Anthropology 112

115 SOCIAL PROBLEMS

Shea

Theoretical explanations and empirical research relating to selected social problems in modern society. The process of problem definition is considered, with emphasis on interrelationships among social problems. Specific problems studied include inequality, aging, race, gender roles, the family, deviance, crime and delinquency, mental illness, and drugs.

Prerequisite: Sociology 1 or 9 or 12

116X or 116Y SOCIAL WORK

Chow

The basic principles of social service; types of social-work settings; standards of social work; and an introduction to methods of case work, group work, and community work.

Prerequisite: Sociology 1 or 9 or 12 and permission

118 SOCIOLOGY OF RELIGION

Drayer

A sociological analysis of the religious institution with particular reference to religions in America. The course is presented both from a classical sociological as well as a contemporary sociological point of view.

Prerequisite: Sociology 1 or 9 or 12

[132 SOCIAL STRATIFICATION]

Drayer

An examination of the forms of social inequality found in selected societies. An analysis of the development of the class structure and the development of the class state in complex Western societies.

Prerequisite: Sociology 1 or 9 or 12

206 RESEARCH METHODS

Shea

An analysis of strategies for discovery in social research, with emphasis on ques-

tionnaires, interviews, and observation.

Students will have an opportunity to apply these methods in a research project.

Prerequisite: Sociology 1 or 9 or 12

[207 URBAN STUDIES]

Seaman

The influence of urbanization and industrialization on social organization and social institutions, with an emphasis on the Western world.

Prerequisite: Sociology 1 or 9 or 12

211 MINORITIES AND RACE RELATIONS

Drayer

An analysis of the significance of minority-group status for the individual and society, with emphasis on the relationship between personality and prejudice, the functions of prejudice in society, and the effects of prejudice on minority-group members. The application of this analysis to the United States and selected societies.

Prerequisite: Sociology 1 or 9 or 12 or Anthropology 7

224 THE SOCIOLOGY OF CRIME AND DELINQUENCY

Shea

Critical analysis of contemporary theoretical and empirical research of the sociology of crime and delinquency. Attention will be paid to the effects of crime on society as a whole.

Prerequisite: Sociology 1 or 9 or 12 or permission

243 CONTEMPORARY SOCIAL ORGANIZATION

Shea

Analysis of changing interrelationships among the family, school, and workplace in the United States over the past century, with emphasis on the present decade.

Prerequisite: Sociology 1 or 9 or 12

[256 AMERICAN CULTURE AND SOCIETY]

Seaman

Analysis of the interrelationships between American social structure and the dominant culture, as well as subcultures and countercultures, with emphasis on change. Specific topics include use of leisure time, patterns of consumption, and exposure to media.

Prerequisite: Sociology 1 or 9 or 12

261 or 262 SPECIAL STUDY (½ or 1) The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission of the member of the department who will supervise the student

329 THEORIES OF SOCIETY Drayer

An examination of the development of sociological theory from its roots in eighteenth-century positivism to the present. Primary emphasis will be given to interpretations of the central problems of sociological analysis and explanation by major theorists.

Prerequisite: Sociology 1 or 9 or 12 and two additional units in Sociology

352 SENIOR SEMINAR IN SOCIOLOGY Drayer

Subjects and projects are determined by the interests and needs of the group. Opportunity is given for independent work.

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

History of Art

AILEEN H. LAING, Chairman
Professor

DIANE D. MORAN¹
Assistant Professor

CHRISTOPHER L. C. E. WITCOMBE
Assistant Professor

CHARLES WORSHAM*
Visiting Lecturer

A student who elects History of Art as her major must complete eight units in the Department plus two in studio art. The major is based on Art 15, 16; six additional units in the Department are required and must include Senior Seminar, one unit from Area I and two each from Areas II and III. The following courses in studio art

¹On leave fall term

*Part-time

are also required: Art 1 and 10. A comprehensive examination or comparable project forms a part of the requirements for majors in History of Art. No academic credit will be given for this project.

For any student contemplating graduate study, a reading knowledge of French and German is strongly recommended. In addition, students planning graduate work in Italian or Spanish art history are encouraged to take courses in those languages.

•15, 16 SURVEY OF ART HISTORY Laing

An historical and analytical introduction, considering representative monuments of European art in their context and proposing ways of understanding visual evidence. Three hours lecture and one assigned discussion section. Either term may be taken independently.

Open to all students.

AREA I: Ancient and Medieval

123 ANCIENT ART Witcombe

The architecture, painting, and sculpture of Greece, Etruria, and Rome. Alternate years.

Prerequisite: Art 15

[128 MEDIEVAL ART] Laing

Major art forms in the Early Christian, Byzantine, Romanesque, and Gothic periods as seen in their historical contexts. Particular emphasis will be given to the Romanesque and Gothic periods. Alternate years.

Prerequisite: Art 15

AREA II: Renaissance and Baroque

[103Y NORTHERN PAINTING]

Manuscripts, painting, and graphic arts in Northern Europe from the fourteenth to the sixteenth centuries with concentration on the work of the van Eycks, van der Weyden, Bosch, Brueghel, Grunewald, Durer. Alternate years.

Prerequisite: Art 15, 16

105 BAROQUE ART IN ITALY AND SPAIN **Witcombe**

Developments in architecture, painting, and sculpture in Italy and Spain from 1580-1700. Major concentration on Caravaggio and his followers, the Carracci, Bernini, Borromini, and Velasquez.

Prerequisite: Art 15, 16

106 BAROQUE ART IN NORTHERN EUROPE **Witcombe**

Art and architecture in France, Flanders, Holland, and England with emphasis on the work of Poussin, Rubens, Rembrandt, and Wren. Alternate years.

Prerequisite: Art 15, 16

113 EARLY RENAISSANCE ART IN ITALY **Laing**

Architecture, painting, and sculpture in Italy from the thirteenth through the fifteenth centuries. Emphasis will be placed on the work of Giotto, Duccio, and the Florentine artists of the Quattrocento. Alternate years.

Prerequisite: Art 15, 16

114 HIGH RENAISSANCE AND MANNERISM IN ITALY **Witcombe**

The late fifteenth century in Northern Italy, the High Renaissance in Rome, Florence, and Venice, and mannerism in the sixteenth century. Alternate years.

Prerequisite: Art 15, 16

•132 THE ART OF THE PRINT **Witcombe**

The history of the print as a work of art from the fifteenth century to the present. Emphasis will be placed on the work of Durer, Rembrandt, Piranesi, Goya, Daumier, Munch, Picasso, and Jasper Johns. Original prints from the College collection will be studied. Alternate years.

Open to all students.

AREA III: **Europe and America Eighteenth Century to the Present**

[129Y THE DECORATIVE ARTS IN ENGLAND AND THE CONTINENT]

Laing

A study of the decorative arts in their historical context. Emphasis will be placed

on furniture, silver, pottery, porcelain, and glass of the late seventeenth and eighteenth centuries. Alternate years.

Prerequisite: Art 15, 16 or permission

[218X EUROPEAN ART 1700-1850] **Moran**

Painting and sculpture in Europe from the Rococo period through Romanticism. Emphasis will be placed on major artists such as Goya, Ingres, Delacroix, Constable, and Turner. Alternate years.

Prerequisite: Art 15, 16

228 AMERICAN ART TO 1850 **Laing**

A study of the artistic development in the United States from the Colonial period to the Civil War. Major emphasis will be placed on architecture, painting, and the decorative arts but sculpture will also be considered. Alternate years.

Prerequisite: Art 15, 16. Exceptions will be made for students majoring in American History and Literature to whom Art 15, 16 is strongly recommended.

230 REALISM TO POST-IMPRESSIONISM **Moran**

Painting and sculpture in Europe and America from ca. 1850-1900. Emphasis will be placed on major movements such as Realism, Impressionism, Post-impressionism, and Symbolism.

Prerequisite: Art 15, 16

253 EARLY TWENTIETH-CENTURY ART **Worsham**

Developments in painting and sculpture in Europe and America from the turn of the century to World War II. Emphasis will be placed on major modern movements from Cubism through Surrealism.

Prerequisite: Art 15, 16

254 LATER TWENTIETH-CENTURY ART **Moran**

Post-World War II developments in painting, sculpture, and other media in America and Europe. Such trends as Abstract Expressionism, Pop, Minimal Art, Environmental Art, and Photo-Realism will be considered.

Prerequisite: Art 15, 16. Art 253 is strongly recommended.

Additional Courses

[163] 164 DIRECTED STUDIES (½ or 1)

Study of introductory level topic pursued under faculty direction. Content will vary according to needs of students. Either term may be elected independently.

Prerequisite: Art 15, 16 or permission

•137 ORIENTAL ART]

A survey of the visual arts in India, China, and Japan. Alternate years.

Open to all students.

261, 262 SPECIAL STUDY (½ or 1)

The Department

Study of a selected topic pursued by individual students under the close supervision of an instructor.

Prerequisite: Art 15, 16 and permission of the Department. Sophomores may be admitted with special permission. Either term may be elected independently.

351 SENIOR SEMINAR

Laing

An examination of major topics in Western art. Papers will be presented to the group for discussion.

Open to seniors majoring in History of Art.

361, 362 INDEPENDENT STUDY IN HISTORY OF ART

The Department

Supervised independent study in a subject of the student's own choice, such as the intensive analysis of selected individual artists or topics from the history of drawing and graphic arts.

Prerequisite: Art 15, 16 and permission of the Department. Either term may be elected independently.

Studio Art

LOREN OLIVER, Chairman
Professor

ROBERTA J. PERRY
Assistant Professor

JOE MONK*
Visiting Assistant Professor

NANCY D. SPENCER*
Visiting Instructor

The major in Studio Art is based on Art 1, 10, and eight additional units in studio, with a concentration of three of these units in either drawing, ceramics and sculpture, photography, graphic design, computer graphics, painting, or printmaking (one of the three must be on the 300 level). The major program must also include one computer science course, and the following courses in the history of art: Art 15, 16, one unit in twentieth century, and one additional unit in the nineteenth or twentieth century. The student majoring in Studio Art is required to present an exhibition of her creative work supported by a paper or an oral examination to fulfill the major requirements.

Students who seek advanced placement in studio must submit a portfolio for review by the studio instructors.

The Department reserves the right to retain not more than three works from each student. These works will be added to a collection of student art to be used at the discretion of the Department.

•1 INTRODUCTION TO STUDIO ART

Oliver

A study of the basic principles and devices in drawing, with emphasis on such problems as line, form, perspective, and transition. One hour lecture, four hours of supervised studio.

•10 DESIGN

A basic course in the fundamental pictorial elements of all artistic expression. Various two-dimensional media are used to study theories of contrast, color, form, material and texture, and rhythm. The course aims to develop an ability to understand and communicate original ideas through studies of nature, pure forms, and abstractions, as well as through the analysis of works of art. One hour lecture, four hours supervised studio.

•22 THREE DIMENSIONAL DESIGN

Monk

A basic course exploring three-dimensional design using clay, wood, plastic, metal, and found material.

Prerequisite: Art 1 or 10 or permission

*Part-time

•107 INTRODUCTION TO DRAWING

Oliver

A study of the materials and techniques of the masters. Emphasis will be placed on a basic approach to drawing in pencil, charcoal, chalk, silver point, pen and ink, wash, and mixed media. Six hours of supervised studio.

Prerequisite: Art 1 or 10 and permission

•108 INTRODUCTION TO PAINTING

Oliver

Basic instruction in materials, techniques, composition, and color theory with particular emphasis on developing technical facility.

Prerequisite: Art 1 or 10 and permission

117 INTRODUCTION TO PRINTMAKING

An introduction to the materials and techniques of relief printing and intaglio.

Prerequisite: Art 1 or 10 and permission

118 INTRODUCTION TO PRINTMAKING

An introduction to the materials and techniques of lithography and screenprinting.

Prerequisite: Art 1 or 10 and permission

119 BASIC PHOTOGRAPHY

Spencer

An historical and practical study of the materials and techniques of artistic expression through the black-and-white photographic process. Will include camera and lighting techniques, film processing, a variety of printing methods, as well as some specialized techniques, such as combination printing, toning, and paper negatives. Will include study of reproduction and original prints. Six hours of supervised studio.

Prerequisite: Art 1 or 10 and permission (enrollment limited)

•122 INTRODUCTION TO CERAMICS AND SCULPTURE

Monk

An introduction to various three-dimensional concepts. The course will combine technical exploration of the media and the development of the student's individual interests and ideas. Six hours of supervised studio.

Prerequisite: Art 1 or 10 or permission

202 SCULPTURE

Monk

Sculpture in any media previously studied.

Prerequisite: Art 22, 122 or permission

223, 224 PRINTMAKING

An exploration into the creative possibilities of relief printing and intaglio in the fall term and lithography and screen printing in the spring term.

Prerequisite: Art 1, 10, 117 or 118 or permission

225 PAINTING

Painting in any media previously studied. The emphasis is on craftsmanship and an exploration into the creative possibilities of the various media. Six hours of supervised studio.

Prerequisite: Art 1, 10, and 108 or permission

232 DRAWING

Oliver

Drawing in any media previously studied. The emphasis is on craftsmanship and an exploration into the creative possibilities of the various media. Six hours of supervised studio.

Prerequisite: Art 1, 10, and 104 or permission

301, 302 ADVANCED PAINTING

Oliver

Advanced painting for those students who have demonstrated their ability to continue creative work on their own initiative in the media previously studied.

Prerequisite: Art 104, 225 and permission

304 ADVANCED DRAWING

Oliver

Advanced drawing for those students who have demonstrated their ability to continue creative work on their own initiative. Six hours of supervised studio.

Prerequisite: Art 201 and permission

307, 308 ADVANCED PRINTMAKING

Advanced printmaking for those students who have demonstrated their ability to continue creative work on their own initiative. A continuation of techniques previously studied.

Prerequisite: Art 10, 104, 223 and permission

313, 314 STUDENT TEACHING IN ART (See Education)

361, 362 INDEPENDENT STUDY IN STUDIO (½ or 1)

The Department

Individually planned program with area of emphasis related to the student's major area of concentration (see statement of the major). Supervised independent work.

Prerequisite: One 300 level course in the area of proposed study and permission

STUDIO ART— COMPUTER SCIENCE

ELKINS, OLIVER, Advisers

A student who elects Studio Art-Computer Science as her major subject must complete Graphic Design and Computer Graphics (both normally offered during the Winter Term) in addition to Studio Art 1, 10, 22, 117, 118 or 223, and 119, and Mathematical Sciences 23, 24, 80, 116, 191, 236, and 238. She should consult the chairmen of the Studio Art and Mathematical Sciences Departments by October 15 of her senior year for details of the comprehensive requirements.

ARTS MANAGEMENT

Program Director **SMART**

The Arts Management Program is coordinated with a major in Art History, Studio Art, Music, Dance, or Theatre Arts. The purpose of the program is to give students practical experience in arts management within the framework of a liberal arts education.

Candidates may enter the program at the time they declare their major, usually at the end of the sophomore year. A minimum grade point average of 2.3 is required. Selection will be based on an interview with the Program Director and the chairman of the department in which the student is majoring.

The program consists of completion of all requirements for the major, Economics 27 (Introduction to Accounting), one additional course in Economics, one in computer programming, and three Arts Management Practica, including 341, 342. The practica will be taught by the chairman of the Concerts Committee or the coordinator of exhibitions, the curator of the Sweet Briar Collection, department chairman, or other appropriate faculty members.

Upon satisfactory completion of the program, the student will receive a certificate acknowledging her participation.

241, 242 ARTS MANAGEMENT **PRACTICUM (½ or 1)**

Students will be introduced to the practical aspects of presenting artistic events on the campus. Projects will include the organization, promotion, and mounting of exhibitions, the booking and promotion of concerts, theatre, or dance productions, the cataloguing and care of the Sweet Briar Art Collection. A minimum of 10 hours per week for 1 unit, 5 hours per week for ½ unit.

341, 342 ARTS MANAGEMENT PRACTICUM

Working closely with her faculty supervisor, the student will be responsible for the organization, promotion, and financing for major artistic events (the presentation of exhibitions, touring dance or theatre companies, concerts, etc.) A final portfolio or record of the projects will be kept and will form part of the final grade.

ASIAN STUDIES

Although no major is offered in Asian Studies, the following courses enable the student to gain some knowledge of the art, government, history, and religion of selected countries of Asia.

[Art 137 Oriental Art]

English 106 Chinese and Japanese Literature in Translation

Government 220 Comparative Politics of South Asia

Religion 219, 220 Religions of Asia

Social Science 135, 136 Asian Civilizations

Courses in Japanese are offered at R-MWC and may be taken through the Tri-College Exchange. See Modern Languages, page 65.

Biology

JOANNE ROSINSKI, Chairman
Assistant Professor

ERNEST P. EDWARDS
Professor

MARGARET SIMPSON
Professor

KAREN KURVINK DE LAS CASAS
Assistant Professor

A student who elects Biology as her major subject must complete 11 units in biology, including Biology 351 and one course in each of the following areas: Plant Biology: 114 or 201; Animal Biology: 109 or 120; Molecular Biology: 100; Population Biology: 115. At least one course in the major must be a field course. In addition, she must take Chemistry 7 and 8. Organic chemistry, physics, and mathematics are strongly recommended. She must also satisfy the comprehensive requirement.

The Biology-Chemistry major is described on page 38, and Environmental Studies is described on page 53.

•3X or 3Y INTRODUCTION TO BIOLOGY The Department

An introduction to the principles and methods of biology. Three hours lecture and one three-hour laboratory.

•9 PRINCIPLES OF BIOLOGY Rosinski

Fundamentals of cellular, organismal, and population biology. For students who have a good science background at the secondary level. Not open to students who have received credit for Biology 3 or its equivalent. Three hours lecture and one three-hour laboratory.

Prerequisite: Placement by examination, or permission

•100 CELL STRUCTURE AND FUNCTION (1½) Rosinski

The characteristics of cells and their components. Emphasis will be on the role of subcellular structures in cell growth, reproduction, and function. Three hours lecture and one three-hour laboratory.

Prerequisite: Biology 3 or 9 or permission

105 GENETICS Kurvink De Las Casas

An introduction to gene action and the principles of inheritance. Four hours lecture and discussion.

Prerequisite: Biology 3 or 9, and 100, or permission

109 COMPARATIVE VERTEBRATE MORPHOLOGY (1½) Simpson

Functional anatomy of vertebrates, with emphasis on evolutionary adaptations. Three hours lecture and two two-hour laboratories.

Prerequisite: Biology 3 or 9 or permission

[•114 PLANT BIOLOGY (1½)] Rosinski

A survey of the major groups of plants including their structure, evolution, reproduction, and economic significance. Three hours lecture and one three-hour laboratory. Alternate years.

Prerequisite: Biology 3 or 9 or permission

115 GENERAL ECOLOGY (1½)

Edwards

A study of the principles of ecology, primarily as illustrated by the terrestrial ecosystems in the Sweet Briar area, and the application of these principles to the study of human ecology. Three hours lecture and three hours laboratory or field work. Not open to freshmen. Excluded from Pass/Fail grading.

Prerequisite: One course in Biology

•116 ORNITHOLOGY

Edwards

A study of birds, their identification, structure, and habits. Two hours lecture and 2½ hours laboratory or field work. Field schedule to be arranged. Excluded from Pass/Fail grading.

Prerequisite: One unit of a laboratory science

117Y FIELD NATURAL HISTORY

Edwards

A study of the interactions of organisms which determine community structure in the deciduous forest and nearby ecosystems, involving primarily identification and population ecology. Two hours lecture and 2½ hours laboratory work or field work. Excluded from Pass/Fail grading. Alternate years.

Prerequisite: One unit of laboratory science

•120 INVERTEBRATE ZOOLOGY (1½)

Simpson

An introduction to the study of the invertebrate groups, excluding insects. Emphasis is placed on phylogenetic relationships, functional morphology, and natural history. Three hours lecture and one three-hour laboratory. Alternate years.

Prerequisite: Biology 3 or 9 or permission

161, 162 SPECIAL STUDY (½ or 1)

The Department

Individual study of some selected topic in biology. Open by permission. Either term may be selected independently.

201 PLANT PHYSIOLOGY (1½)

Rosinski

An exploration of how plants function, including the flowering process, dormancy, hormonal regulation, nutrition, and behavior.

Examples from applied areas of the plant sciences such as agriculture and horticulture will be discussed. Three hours lecture and one three-hour laboratory. Alternate years.

Prerequisite: One unit of chemistry and either Biology 100 or 114, or permission

[203Y PRINCIPLES OF DEVELOPMENT (1½)]

Kurvink De Las Casas

An inquiry into the control of differentiation and morphogenesis, including concepts derived from plants, animals, and microbes. The generation and testing of hypotheses will be emphasized. Three hours lecture and discussion and two two-hour laboratories. Alternate years.

Prerequisite: Biology 100 and 105 or permission

206 MICROBIOLOGY (1½)

Kurvink De Las Casas

Structure, physiology, and ecology of bacteria and other microorganisms. Three hours lecture and two two-hour laboratories. Alternate years.

Prerequisite: Biology 100 and one unit of chemistry, or permission

208 VERTEBRATE HISTOLOGY (1½)

Simpson

A study of the microanatomy and function of vertebrate tissues and organs. Three hours lecture and two 1½-hour laboratories. Alternate years.

Prerequisite: Biology 100 and 109, or permission

[ENVIRONMENTAL STUDIES 216 AQUATIC ECOLOGY (1½)]

[226 COMPARATIVE ANIMAL PHYSIOLOGY (1½)]

Simpson

A study of animal function, with examples drawn from all the major phyla. Emphasis is placed on functional adaptations to common environmental problems such as food, oxygen, water, and temperature. An independent project is expected as part of the laboratory work. Three hours lecture, one four-hour laboratory. Alternate years.

Prerequisite: Biology 109 or 120, and any one of the following: 100, 206, 208, 241; Chemistry 7 and 8; or permission

[241 CELL AND MOLECULAR BIOLOGY (1½)]

Rosinski

An examination of recent work in major areas of cell biology, including membrane phenomena, cellular compartmentation, bioenergetics, metabolic regulation, and immunology. The laboratory will consist of projects using current experimental approaches and techniques. Three hours lecture and discussion and one four-hour laboratory. Alternate years.

Prerequisite: Biology 100 and Chemistry 109 (may be taken concurrently); or permission

351 SENIOR SEMINAR IN BIOLOGY The Department

Papers and discussions dealing with selected current topics. Required of seniors majoring in the department; open to others by permission. One two-hour period per week.

361, 362 INDEPENDENT STUDY IN BIOLOGY (½ or 1)

The Department

Topics or laboratory problems pursued independently by each student under supervision. Open to seniors majoring in Biology and to other qualified students with permission. Either term may be elected independently.

BIOLOGY-CHEMISTRY

BLAIR, ROSINSKI

Advisers

A student who chooses to major in Biology-Chemistry must complete six units of biology and six units of chemistry at the 100 level or above; at least four of these 12 units must be at the 200 level or above. One of the six units in biology must be Biology 105. In addition to the 12 units, Biology 351 and Chemistry 352 are required. The student must also complete Physics 104 and Mathematical Sciences 24.

The senior comprehensive requirement will be satisfied by an examination, the form of which will be determined by consultation among the student and the advisers early in the fall of her senior year.

BUSINESS: DUAL DEGREE IN BUSINESS

**MILLER
Adviser**

The Dual Degree Program in business enables a student to earn an A.B. degree with a liberal arts major from Sweet Briar College and a B.S. degree in business from a cooperating institution in five years. Under this program the student attends Sweet Briar for three academic years and either the McIntire School of Commerce of the University of Virginia, or the College of Industrial Management at the Georgia Institute of Technology for two academic years to fulfill the dual degree requirements.

A student who elects the 3-2 program in business must complete a minimum of 29 units at Sweet Briar. She must satisfy the requirements for her major unless certain courses taken at the cooperating institution can be counted toward the major. These requirements include the satisfactory completion of the comprehensive requirement in the spring of her junior year.

In addition, she must complete the following courses before leaving Sweet Briar: Economics 3, 4, 27, 107, and 108; two units in finite mathematics or calculus; two units in humanities (includes art, classics, drama, English above the 100 level, foreign literature in translation and courses in a foreign language beyond the degree requirements, music, philosophy, religious studies, and speech communication); and one unit in public speaking (may be deferred and taken at the cooperating institution).

A student interested in this program should consult with Mr. Miller, pre-business adviser. In order to permit sufficient time to plan to meet the requirements of the program, early enrollment is strongly recommended.

Chemistry

SUSAN B. PIEPHO, Chairman
Associate Professor

BARBARA BLAIR
Professor

JOHN R. McCLENON
Professor

A student who elects Chemistry as her major subject must complete eleven units in chemistry. Required courses are Chemistry 21,22 or 7,8; 109,110; 101; 206,206L or 209,209L and 352. The additional 2.5 units may be chosen from 200 level chemistry courses exclusive of research, special study, and independent study. With permission of the department, one course in physics at the 200 or 300 level may be used in place of one course in chemistry to meet the eleven unit requirement. Mathematical Sciences 23 and 24 and Physics 103 and 104 also are required. An introduction to the uses and applications of the computer is desirable.

Students who major in Chemistry must satisfy the senior comprehensive requirement.

It is strongly recommended that a student who considers majoring in Chemistry take Chemistry 21,22 during the freshman year, if possible. Prospective majors should consult with the Department before registering for sophomore courses.

• 7 GENERAL CHEMISTRY I Blair, McClenon

A survey of the basis of modern chemistry through the study of specific topics. Areas of emphasis include atomic structure, bonding, nuclear energy, and the chemical elements. The laboratory introduces students to practical applications of chemical principles. Not open to students who have received credit for Chemistry 21. Three hours lecture and discussion and one three-hour laboratory.

• 8 GENERAL CHEMISTRY II (1½) Blair

A continuation of Chemistry 7. Selected topics in chemistry including chemical equilibrium, thermodynamics, and reaction kinetics. Not open to students who have received credit for Chemistry 22. Four

hours lecture and discussion and one three-hour laboratory.

Prerequisite: Chemistry 7

• 21 PRINCIPLES OF CHEMISTRY I S. Piepho

An introductory course open to students with good backgrounds in science and mathematics. Topics include those listed for Chemistry 7 but they are treated in greater depth. Students who plan to major in chemistry or a related science should elect Chemistry 21, 22 rather than Chemistry 7, 8. Not open to students who have received credit for Chemistry 7. Three hours lecture and discussion and one three-hour laboratory.

Prerequisite: open to all students by placement or permission

• 22 PRINCIPLES OF CHEMISTRY II (1½) S. Piepho

A continuation of Chemistry 21. The topics covered run parallel to those listed for Chemistry 8 but are presented in greater depth. Not open to students who have received credit for Chemistry 8. Four hours lecture and discussion and one three-hour laboratory.

Prerequisite: Chemistry 21

101X or [101Y] ANALYTICAL CHEMISTRY McClenon

A study of theoretical and practical aspects of modern chemical separations and analysis. Laboratory work will include both classical and instrumental techniques. Three hours lecture and one three-hour laboratory.

Prerequisite: Chemistry 8 or 22

• 109, 110 ORGANIC CHEMISTRY (1½) McClenon

A study of the chief classes of carbon compounds including their syntheses and the mechanisms of their reactions. Laboratory work includes the techniques of separation, purification, and synthesis of organic compounds. The use of the chemical literature and spectroscopic methods is also covered. Four hours lecture and one three-hour laboratory.

Prerequisite: Chemistry 8 or 22

206 PHYSICAL CHEMISTRY I

S. Piepho

Both Physical Chemistry I and II consist of a study of the principles, generalizations, and theories behind modern chemistry. The two parts may be elected independently in either order. In Part I the laws of thermodynamics are discussed in detail and are applied to a variety of problems concerning chemical equilibrium. Alternate years.

Prerequisite: **Either** Chemistry 21.22 and Mathematical Sciences 23.24 **or** Chemistry 7.8, Mathematical Sciences 23.24 and Chemistry 109 or 101. *Pre or corequisite:* Physics 103

206L PHYSICAL CHEMISTRY I LABORATORY (½)

S. Piepho

Experiments in physical chemistry chosen both to introduce modern experimental techniques and to illustrate the concepts of chemical equilibrium presented in Physical Chemistry I. Alternate years.

Pre or corequisite: Chemistry 206

[209 PHYSICAL CHEMISTRY II]

S. Piepho

See general description under 206 above. Part II consists of a study of chemical kinetics and atomic and molecular structure. The course includes an introduction to quantum mechanics and molecular spectroscopy. Alternate years.

Prerequisite: Same as for Chemistry 206

[209L PHYSICAL CHEMISTRY II LABORATORY (½)]

S. Piepho

Experiments in physical chemistry to accompany Physical Chemistry II. Laboratory work includes experiments in chemical kinetics and the use of spectroscopic techniques to elucidate molecular structure. Also included is the synthesis and characterization of some transition metal compounds. Alternate years.

Pre or corequisite: Chemistry 209

[212 ADVANCED INORGANIC CHEMISTRY]

S. Piepho

A theoretical approach to the study of the chemical elements and molecular structure. Modern concepts of chemical bond-

ing, reaction mechanisms, and structure will be emphasized. Alternate years.

Prerequisite: Chemistry 209 or permission

214 INSTRUMENTAL ANALYSIS

McClenon

The theoretical and practical aspects of the analysis of pure substances and mixtures by instrumental techniques. Topics covered include spectroscopy, electrochemical methods, and differential scanning calorimetry. Two hours lecture and one three-hour laboratory. Alternate years.

Pre or corequisite: Chemistry 101

221 BIOCHEMISTRY

Blair

A study of the structures of biological molecules, the relation between structure and function, biochemical genetics, and the regulation and integration of metabolism. Four hours lecture.

Prerequisite: Chemistry 109

221L BIOCHEMISTRY LABORATORY (½)

Blair

Characterization of biochemical compounds and the experimental study of enzymatic reactions. One three-hour laboratory.

Pre or corequisite: Chemistry 221

[230 ADVANCED ORGANIC CHEMISTRY]

McClenon

A theoretical study of selected topics of current research in both synthesis and mechanisms of reactions. Three hours lecture. Alternate years.

Prerequisite: Chemistry 209 or permission

232 TOPICS IN BIOCHEMISTRY

Blair

A study of selected topics of current interest such as antibody structure, brain chemistry, photosynthesis, and specialized areas of metabolism. Three hours lecture. Alternate years.

Prerequisite: Chemistry 221 or permission

261, 262 SPECIAL STUDY (½ or 1)

The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission

352 SENIOR SEMINAR IN CHEMISTRY (½) The Department

Special topics in chemistry to be pursued individually and presented to the group for discussion. Required of senior majors. Open to other qualified students in the department by permission.

361, 362 INDEPENDENT STUDY IN CHEMISTRY (½ or 1) The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Chemistry 101, 110 and permission

BIOLOGY-CHEMISTRY

See page 38.

Classical Studies

KENNETH T. WRIGHT, JR., Chairman
Professor

SARAH S. LEACH
Assistant Professor

The Department of Classical Studies seeks to provide any student with a knowledge of those Greek and Latin authors who stand in undiminished stature against the rivals of two thousand years, to keep alive the classical past and its relevance to modern problems, and to put before today's student an awareness and understanding of the Graeco-Roman roots of our own civilization — its language, thought, and institutions. The basis for studying the Classics is an accurate knowledge of one, preferably both, of the classical languages, which alone gives real access to the ancient world. Without neglecting the history and culture of the ancient world or forgetting the fascination, transmission, and vitality of the classical heritage, the Department concentrates on a limited number of great authors who addressed themselves to thoughts, ideas, and issues which are as vital to the twentieth century as they were to the civilizations of Greece and Rome and whose texts have been the inspiration of every worthwhile European mind.

A student who majors in **Classical Studies** may regard her major as a valuable component of a liberal education, as a foundation for graduate work in comparative literature, in various fields of language, in particular areas of history, in the broad discipline of classics itself, and, with additional course work, in classical archaeology, and as background for careers in broadly diversified careers in the professions, business, and public service. Classical Studies as a major has particular relevance as a preparation for careers in teaching, law, writing, and the church, where an understanding of man's behavior in the light of his traditions and influences is required. There is a shortage of qualified candidates to meet the new demand for Latin teachers, and a major with the proper choice of courses early in her college career also can meet the certification requirements for teaching Latin in the secondary schools of the State of Virginia and in many other states. Majors contemplating graduate study are reminded that command of both classical languages is necessary and it is recommended that they begin the study of Greek at the earliest opportunity.

The Department offers three separate majors: Greek, Latin, and Classical Civilization.

The major in **Greek** consists of eight units in the Department, of which six must be in Greek language courses, exclusive of Greek 1-2. In addition, two units in ancient history are required.

The major in **Latin** consists of ten units in the Department, of which eight must be in Latin language courses, exclusive of Latin 1-2. In addition, two units in ancient history are required.

The major in **Classical Civilization** is designed for students who desire a broad familiarity with the classical world and of the ancient cultural traditions which underlie Western civilization, but who do not wish to concentrate so heavily on the study of the ancient languages themselves. The nucleus of this major consists of two units of study beyond the elementary level in either classical language and a minimum of ten units in English translation, including Classics 113, 116, 221 and 222, 351 or 352, History 101 and 102, and three additional courses in ancient art, classical civilization, ancient philosophy, or,

when their content is appropriate, advanced courses (those numbered 200 or higher) in English, European Civilization, and religion approved by the Department. Two courses in the ancient languages above the intermediate level (35, 36) may be counted toward the major. This major does *not* provide adequate preparation for graduate study in classics unless supplemented by additional work in both Greek and Latin. Nor is it suitable for students who may be contemplating a professional career as teachers of Latin or Greek, e.g., in high school, as the language work is insufficient for this purpose.

In the last term of the senior year all students majoring in the Department will be required to satisfy the comprehensive requirement by demonstrating proficiency in an ancient language or languages, a knowledge of the major classical authors in their literary and historical contexts, and of the culture and history of the ancient world. A student majoring in classical civilization will be required to demonstrate a reading knowledge of Latin or Greek to the level of Latin 36 or Greek 36. The precise nature of the exercise will be determined in the fall term of the senior year by the Department in consultation with the students.

To assist her in preparing for the comprehensive exercise, during the course of the junior and senior years a major will be required to cover a reading list in English translation of important works not read in courses normally offered by the Department.

In order to increase the diversity of courses available to students, by agreement between the two departments, a student in the Department of Classical Studies at Sweet Briar may elect, with departmental approval, certain courses in areas or authors offered by the Classics Department at Randolph-Macon Woman's College.

GREEK

•1-2 ELEMENTARY GREEK

Leach

The essentials of classical Greek grammar and syntax necessary for a foundation in reading the ancient authors, with written exercises and translation. Selected prose is read in the spring term.

•35, 36 INTERMEDIATE GREEK

The Department

Readings in selected Greek authors, supplemented by a review of basic grammar and syntax, with emphasis on developing the student's proficiency in accurate reading and critical analysis of literary texts.

Prerequisite: Greek 1-2 or two units of Greek at entrance

121 GREEK HISTORIANS

The Department

Readings in the major Greek historians with particular attention to content, literary and historical technique, and historical perspective.

Prerequisite: Greek 35, 36 or the equivalent, or permission

122 PLATO

The Department

Selected readings from the dialogues of Plato; lectures and discussion on Platonic thought and style.

Prerequisite: Greek 35, 36 or the equivalent, or permission

[221 GREEK EPIC]

Language, style, and content of the Homeric epic, with readings in the *Iliad* and *Odyssey*.

Prerequisite: Greek 35, 36 or the equivalent, or permission

[222 GREEK DRAMA]

One or two plays studied in detail, with special attention to their relevant cultural contexts, poetic and dramatic structure, use of mythical material, and treatment of character.

Prerequisite: Greek 35, 36 or the equivalent, or permission

261, 262 SPECIAL STUDIES IN GREEK

The Department

Selected topics pursued by individual students under supervision of a member of the department. The content of the course will vary according to the interests and needs of the students. Either term may be elected independently.

Prerequisite: permission

LATIN

•1-2 ELEMENTARY LATIN

Wright

An introduction to the essentials of the Latin language with emphasis on developing facility in reading Latin literature. Written exercises and translation. Selected prose is read in the spring term.

•35, 36 INTERMEDIATE LATIN

Fall Term: Wright

Spring Term: Leach

Fall term: review of forms and basic Latin syntax with emphasis on recognizing language structure and patterns, accompanied by selected readings from Roman authors. Spring term: readings from Vergil's *Aeneid*, Books 1-6.

Prerequisite: Latin 1-2 or two or three units of Latin at entrance

121 ROMAN HISTORICAL WRITING

Leach

Readings from the Roman historians, with particular emphasis on Livy.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

126 LATIN POETRY

Wright

Selected readings from the *Odes* of Horace; the lyric poetry of Catullus; the elegists Tibullus, Propertius, and Ovid. Consideration of the more common verse forms used in Latin poetry. The topic varies from year to year.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

[223 CICERO]

Readings in the philosophical treatises of Cicero with emphasis on ethical, political, and religious thought as well as literary style.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

[224 VERGIL]

Selected books of the *Aeneid*, with particular attention to books 7-12. Informal lectures and class discussions will deal with thematic, literary, stylistic, and structural issues. Background reading on literary appraisal of the poem, its historical

context, and problems of its interpretation.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

[226 LUCRETIUS]

Reading of selections from *De Rerum Natura*, with emphasis on the philosophic and literary features of the poem.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

[227 ROMAN COMEDY]

A study of representative plays of Plautus and Terence in relation to contemporary Roman culture and the comic tradition.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

[231 ROMAN SATIRE]

An introduction to Rome's unique literary genre, with close reading of selected works of Horace, Persius, and Juvenal, supplemented by discussion of the origins, definitions, and history of satire.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

[232 TACITUS]

Tacitus' approach to history as revealed by those portions of his works (with emphasis on the *Annals*) which illustrate such topics as his view of the nature and effects of imperial autocracy and of the value, influence, and shortcomings of Roman civilization; close analysis of those qualities of his style that make him unique among Latin prose writers.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance

261, 262 SPECIAL STUDIES IN LATIN

The Department

Selected topics pursued by individual students under supervision of a member of the Department. The content of the course will vary according to the interests and needs of the students. Either term may be elected independently.

Prerequisite: Permission

CLASSICAL CIVILIZATION

The following courses do not require a knowledge of the Greek and Latin languages.

•9 CLASSICAL MYTHOLOGY

Leach

Generally, a study of the role of myth in society. Particularly, an exploration of the more important myths of the ancient Near East and Greece by way of their dominant themes and by means of the major theories of interpretation. The multifunctional nature of the myths as reflections of the self-understanding and basic concerns of the societies that produced and preserved them and as lived experiences related to practical life will be examined through an analysis of their plots, structures, and images.

•12 THE ARCHAEOLOGY OF GREECE

Wright

An introductory course in the archaeology of Greece and the Aegean region from the Bronze Age Minoan and Mycenaean civilizations to the Hellenistic Age. Emphasis on the remains and monuments (structures, art objects, and objects of everyday use) at major sites, the techniques used to recover, interpret, and reconstruct them, and the contributions of archaeological discovery to the study and growth of Greek culture and the beginnings of our Western cultural heritage. Illustrated lectures and discussion.

•113 GREEK LITERATURE IN TRANSLATION

Wright

Reading, discussion, and critical evaluation of major pieces of ancient Greek literature of the preclassical and classical periods. Homer, *Iliad* or *Odyssey*, Hesiod, *Theogony* or *Works and Days*, selections from the lyric poets, the tragedies of Aeschylus, Sophocles, and Euripides, the historians Herodotus and Thucydides, and the classical philosophers and orators.

•116 LATIN LITERATURE IN TRANSLATION

Wright

A survey of major works of Latin literature from the Early Republic to the second century AD, exploring the varying aims and achievements of a diversity of authors such

as Plautus, Terence, Cicero, Catullus, Lucretius, Vergil, Horace, Livy, Petronius, Persius, Juvenal, and Tacitus. The literature is treated throughout in the context of the culture and of the social and historical processes of which it is an integral part.

[•118 WOMEN IN GREECE AND ROME]

The role and status of women in ancient society from the Greek Bronze Age through the first century of the Roman Empire, as presented in primary literary, historical, medical, legal, and religious documents; consideration of relevant archaeological evidence. Alternate years.

221 ATHENS IN THE AGE OF PERICLES

Wright

A study of the history, literature, social and cultural values, art, and religion of Athens in the mid-fifth century BC.

222 ROME IN THE AGE OF AUGUSTUS

Leach

An investigation of the political, social, moral, and artistic life of Rome from 31 BC to AD 14, with a detailed investigation of the phenomenon known as the Principate. Selections from primary sources, literary and epigraphical, with supplementary study assignments to achieve an integrated view of the period.

[351 or 352 SEMINAR]

The Department

Study of topics not ordinarily covered by current course offerings. May include any area of classical civilization or of classical influence on later civilization. Topics will be selected to satisfy students' special areas of interest or need. Open to seniors majoring in the Department and to other qualified students with permission.

DANCE

See Theatre Arts, page 87.

See Physical Education, page 78.

Economics

JACQUELENE M. BROWNING,
Chairman

Associate Professor

REUBEN G. MILLER¹
Professor

CARL STERN*
Visiting Professor

ROBERT J. LYONS
Associate Professor

JAMES ANGRESANO*
Visiting Assistant Professor

RALPH W. BROWN, JR.*
Visiting Assistant Professor

CHRISTIAN MICHAEL GAMBONE*
Visiting Assistant Professor

A student who elects Economics as her major must complete ten units in the Division of Social Science as follows: eight units in Economics, including Economics 3, 4, 107 and 108; the remaining courses must be advanced courses numbered 200 or above, including the Senior Seminar; the remaining two units are to be elected from at least two other departments within the Division. Mathematical Sciences 23, 24 or 9, 10 or the equivalent also is required for the Economics major.

•3, 4 INTRODUCTORY ECONOMICS

An introduction to economic reasoning and its application in the formulation of economic policy. Fall term: The economic theory of the overall performance of the United States economy and the means of achieving full employment, stable prices, and rapid economic growth. Spring term: The economic theory of the manner in which markets determine prices and the allocation of resources, goods, and income. Special attention will be given to the economic aspect of the problems of poverty, racial discrimination, social welfare programs, and pollution. Either term may be elected independently. Three hours, a fourth hour at the discretion of the instructor.

¹On leave spring term

*Part-time

•20 THE ECONOMICS OF CONSUMPTION Stern

The application of economic principles to the problems of consumption and finance of the individual and household. Special attention will be given to the analysis and solution of problems in personal finance. Alternate years.

•27 INTRODUCTION TO ACCOUNTING Lyons

An introduction to the principles underlying the collection, recording, and interpretation of accounting data. Special emphasis to be placed upon the use of information reported in financial statements.

•28 ADMINISTRATIVE AND FINANCIAL ACCOUNTING Lyons

This second course in accounting is designed to build on the fundamental concepts and develop the analytic methods which provide accounting insights into the problems of administrative decision making. Emphasis is placed on the financial concern of management, annual reports, budgets, and the statement of financial condition.

Prerequisite: Economics 27

107 MICRO-ECONOMIC THEORY Browning

Critical study of the theory of the behavior of consumers and business firms, the determination of prices under various market structures, and the welfare implications of the allocation of resources by markets.

Prerequisite: Economics 3, 4

108 MACRO-ECONOMIC THEORY

A critical study of the nature, construction, and econometric applications of static and dynamic models for the determination of the level of income, output, employment, and prices.

Prerequisite: Economics 3, 4

•111 INTRODUCTION TO BUSINESS Lyons

A study of the interaction among the business sector, government, and society. Particular emphasis is directed at the organized responses business has made to

accommodate the needs of society within the requirements of government. Therefore, in this introductory survey, business organization, labor relations, administrative control mechanisms, distributional problems, and fundamental concepts of managerial economics will form the core of study. Alternate years.

Prerequisite: Economics 4 or permission

150 FUNDAMENTALS OF MARKETING

Lyons

An introduction to basic marketing and functions. Topics include market development and analysis, product planning and design, effective marketing strategy and mix, and promotional and service activities. Marketing legislation and the consumer movement will also be discussed. Alternate years.

Prerequisite: Economics 110 or 111 or permission

[160 LAW FOR MANAGEMENT]

Lyons

An examination of the American legal system and selected principles of law. The case method will be utilized to illustrate and emphasize the impact of legal concepts in action, individual rights and responsibilities under the system, and how the system operates from the viewpoint of organizational managers. Specific areas of the law surveyed include contracts, torts, property, corporations, and other commercial associations, as well as the related topics of commercial paper, sales, insurance, and agency. Alternate years.

180 MANAGEMENT SCIENCE

Brown

Introduction to the use of quantitative analysis and statistical techniques in problem solving and decision making in business, public administration and non-profit organizations. Modified case study method will be employed.

Prerequisite: Economics 4 or 111 or permission

206 COMPARATIVE ECONOMIC SYSTEMS

Angresano

Comparison and evaluation of alternative economic systems with emphasis on market and command economies. Marxist and neo-Marxist critiques of capitalism.

Socialist theories and experiences in East and West. Special attention is given to current economic trends in the United States, the Soviet Union, the People's Republic of China, and India. Alternate years.

Pre or corequisite: Economics 3, 4

[207Y HISTORY OF ECONOMIC THOUGHT]

Miller

A study of the major economists and principal schools of thought in political economy. The works of economists from the classical through the contemporary period (i.e., Smith, Ricardo, Marx, Marshall, Keynes, and others) will be considered in terms of their contribution to economic theory, the uses made of their ideas, the intellectual climate of their times, and the appraisal of the progress that has been made in economic theory, the uses made of their ideas, the intellectual climate of their times, and the appraisal of the progress that has been made in economic thought. Alternate years.

Prerequisite: Economics 3, 4 or permission

213 INTERNATIONAL ECONOMICS

Miller

The principles of international trade and finance. Contemporary problems in the international economy and the formulation of policies to cope with them. Three hours, a fourth hour at the discretion of the instructor. Alternate years.

Prerequisite: Economics 3, 4 or permission

215 CORPORATION FINANCE

Stern

The financial organization and management of a business corporation. This course includes a study of methods of obtaining capital, financial policy, mergers, reorganization, and liquidation. Alternate years.

Prerequisite: Economics 3, 4; students are encouraged, but not required, to have had Economics 27 (Introduction to Accounting) or an equivalent course.

216X INDUSTRIAL ORGANIZATION AND GOVERNMENT POLICY

Browning

A study of the proper function of government intervention in the production and distribution processes of the American

economy. The economic grounds for such involvement and the legal framework permitting it will be discussed. Emphasis will be placed on establishing a method of evaluating the proper relation between private incentive, government intervention, and public welfare. Alternate years.

Prerequisite: Economics 4

[219 MONETARY AND FISCAL POLICY]

Miller

An analysis of the formulation and application of monetary and fiscal policies directed toward the goals of economic stabilization and growth. Special attention will be given to the structure and functions of the financial system in which monetary policy operates. Alternate years.

Prerequisite: Economics 3, 4

[223 URBAN AND REGIONAL ECONOMICS]

Browning

The economic structure and development of modern urban and regional environments. Critical analysis of current social problems and possible solutions. Topics covered will be problems of transportation, pollution, ghetto development, urban renewal, and government finance. Alternate years.

Prerequisite: Economics 4

[225 PUBLIC FINANCE]

Browning

A study of the effects of government tax and expenditure programs on the allocation of resources and the distribution of income. Alternate years.

Prerequisite: Economics 4

231Y FUNDAMENTALS OF MANAGEMENT

Lyons

An introduction to the management of complex organizations. Modern organizational theory and the principles of business administration will be surveyed. Alternate years.

250 INTRODUCTION TO ECONOMETRICS

Gambone

The application of statistical methods to the testing and estimation of economic relationships. Special emphasis on applied econometric studies and the problems that arise when analyzing time series and cross

sectional data by means of stochastic linear models.

Prerequisite: Economics 180 or Mathematical Sciences 10 or 204 or Psychology 119; and Economics 107 or 108

261, 262 SPECIAL STUDY (½ or 1)

The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission

352 SENIOR SEMINAR IN ECONOMICS

Browning

Subjects and projects are determined by the interests and needs of the members of the group. Opportunity is given for independent work under supervision.

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

Education

BYRD STONE, Chairman

Associate Professor

JAMES L. ALOUF

Assistant Professor

Students who are interested in preparing to teach in early-childhood, elementary, and secondary schools are urged to consult a member of the Department during the freshman year in order to elect a proper sequence of courses to qualify for a teaching certificate.

Students who successfully complete the approved program of studies provided by the Department in compliance with standards that have been approved by the Virginia State Department of Education, are qualified for certification in states party to the Interstate Certification Compact. A brochure describing this program is available from the Department. To gain admission to the program, a student must make written application, using forms which may be obtained from a member of the Department. Many courses that are offered may be elected by students who wish to study education only as a cultural institution and not as preparation for teaching.

[7 TEACHING HEALTH IN THE ELEMENTARY SCHOOL]

Alouf

Insight into various aspects of teaching health at the elementary level. It will include course content for grade levels, developing units, lesson plans, and sources of materials to be used in teaching. Alternate years.

Prerequisite: Permission

•11 HEALTH DYNAMICS

Alouf

This course is designed to promote and develop health knowledge, attitudes, and skills useful in adult life. The major health topics covered will include mental health, drugs, diet and fitness, human sexuality, and consumerism. Alternate years.

[104 AMERICAN HIGHER EDUCATION — A HISTORY OF IDEAS]

Bloy

A study of the intellectual and institutional development of American higher education from colonial times to the present, with special emphasis on current educational issues, particularly in the women's college. Occasional lectures and discussions by members of the Sweet Briar Board of Overseers, administration, and faculty. May be counted for credit in the Department of Religion by arrangement with the instructor. Alternate years.

•110 INTRODUCTION TO EDUCATION

Alouf

A survey course that will introduce the student to the basic theories and ideas associated with education and teaching. Emphasis will be placed on what teaching is, what to teach, student/teacher interactions, teaching methods, planning, tests and measurements, discipline, historical perspectives, and current problems in education. Observation of actual teaching situations will be included.

203 EDUCATIONAL PSYCHOLOGY

Alouf

An introduction to the basic concepts of the science of human behavior as they might be applied in an educational setting. Course topics include personality, cognitive and moral development, testing and evaluation, learning, and social modeling theory.

205 PRINCIPLES OF EDUCATION

Alouf

An introduction to basic teaching methods for the secondary teacher that emphasizes the planning, implementing, and evaluating of a conceptual or thematic unit that may be used in student teaching.

Prerequisite: Education 203 or permission

207 or •208 THE PRE-SCHOOL CHILD: THEORY AND PRACTICE

Stone

An introductory study of the growth and behavior of the young child. Four hours of observation and teaching and one hour of lecture and discussion.

Prerequisite: Permission

209 TEACHING READING AND CHILDREN'S LITERATURE

Stone

Principles, techniques, and materials used in teaching reading skills and children's literature in elementary schools.

210 CONTEMPORARY PROBLEMS IN EDUCATION

Alouf

The historical and philosophical background of modern educational problems; the role of education in relation to society.

300 ELEMENTARY SCHOOL METHODS

Stone

Curriculum, principles, and methods of the elementary school, kindergarten through grade 7. A study of teaching objectives and classroom procedures.

Prerequisite: Permission. May be taken only while enrolled in Education 304.

302 SECONDARY SCHOOL METHODS

Alouf

This course is designed to assist the student teacher in the planning, implementing, and evaluating of her initial teaching experience. Topics include questioning skills, classroom management, lesson planning, methods of evaluation, and course design.

Prerequisite: Permission. May be taken only while enrolled in Education 306.

**304 STUDENT TEACHING IN THE
ELEMENTARY SCHOOL (2)**
Stone

Observation, supervised practice teaching, and participation in school activities for a minimum of 15 hours a week (totaling at least 130 clock hours) at the elementary school level. Required for certification.

Prerequisite: Permission

**306 STUDENT TEACHING IN THE
SECONDARY SCHOOL (2)**
Alouf

Observation, supervised practice teaching, and participation in school activities for a minimum of 12 hours a week (totaling 130 clock hours) at the secondary school level. Required for certification.

Prerequisite: Permission

**309 or 310 ADVANCED NURSERY SCHOOL
AND KINDERGARTEN PRACTICE**
Stone

Six hours of teaching nursery school and kindergarten with a term-long independent project involving the pupils.

Prerequisite: Education 207 or 208 and permission

**312 THE DIAGNOSTIC TEACHING OF
READING**
Stone and visiting lecturers

The theory and techniques of diagnosing reading difficulties in elementary school children and providing instruction to fit their individual needs. Two hours lecture and discussion, two hours tutoring in area schools per week. Students taking this course should have a car available.

Prerequisite: Education 209 and permission

313, 314 STUDENT TEACHING IN ART (½, ½)
Stone, Oliver

Observation and supervised practice teaching in the field of art at the elementary level for a minimum of 30 clock hours.

Prerequisite: Art Studio 1 or 10 and 1 unit in education and permission

**361, 362 INDEPENDENT STUDY IN
EDUCATION (½ or 1)**
The Department

Special topics in education pursued by individual students under supervision.

Open, with permission of the Department, to juniors or seniors. Either term may be elected independently.

**ENGINEERING: PRE-
ENGINEERING STUDIES**

LENZ
Adviser

The student who plans to enter the dual-degree program in Engineering or Computer Science should elect the Pre-Engineering major. The first three years or 29 units are completed at Sweet Briar, where the student receives a broad liberal arts education and meets the requirements for the technical program. The remainder of the program (usually two years) is completed at one of the several affiliated institutions. Grades and credits will be transferred to Sweet Briar so that the student can satisfy the requirements for graduation and graduate with her class from Sweet Briar.

Any student considering the Pre-Engineering major should consult the adviser as early as possible to plan her three-year program and obtain a list of the required courses. In her freshman year, she should elect Mathematical Sciences 23, 24 and two units of a laboratory science.

The comprehensive requirement will be completed during the third year at Sweet Briar and will be determined by consultation among the student, the adviser, and a representative of the department of primary interest.

English

LEE PIEPHO, Chairman
Professor

RALPH AIKEN¹
Professor

FONTAINE M. BELFORD **
Professor

ROSS H. DABNEY¹
Professor

RICHARD C. ROWLAND*
Professor, Emeritus

JOHN E. SAVARESE
Associate Professor

WILLIAM E. SMART, JR.
Associate Professor

KARL TAMBURR
Associate Professor

ELIZABETH R. BAER***
Assistant Professor

CHERYL MARES
Assistant Professor

HARRIET POLLACK
Assistant Professor

CORNELIUS R. EADY
Banister Writer-in-Residence

The Department offers majors in English and in English and Creative Writing.

A student who elects **English** as her major subject must complete at least eight units within the Department. The work of the major must include at least three units from the following courses: 213, 217, 219, 223, 225, 226, 237, 238, 240, Theatre Arts 283; at least two units from the following courses: 241, 242, 267, 268, 273, 274, Theatre Arts 284; and at least two units from the following courses: 279, 280, 293, 294, 297, 298, English 229, 230, 231, and 232, as well as winter-term courses, may satisfy these requirements when their material is appropriate. History 107, 108, History of Modern Britain, is strongly recommended as an elective.

No course below the 100-level may be counted toward the majors in English or in English and Creative Writing.

In the last term of her senior year the student majoring in English must complete a comprehensive exercise that demonstrates a knowledge of the major periods of English and American literature. The exact form that the exercise will take will be determined in the fall of the senior year by the Department in consultation with the students. If a senior thesis is elected to fulfill this requirement, it must draw upon materials from at least three literary periods and it must be completed by the date of the comprehensive examination. No academic credit will be given for this thesis.

English 101, 102, or the equivalent, is a prerequisite to the major in English and Creative Writing, and should be taken no later than the sophomore year. A student who elects **English and Creative Writing** as her major subject must complete at least four additional units in writing, including 361, 362 in the senior year, and six units in literature. The work of the major must include at least two units from the following courses: 213, 217, 219, 223, 225, 226, 237, 238, 240, Theatre Arts 283; at least two units from the following courses: 241, 242, 267, 268, 273, 274, Theatre Arts 284; and at least two units from the following courses: 279, 280, 293, 294, 297, 298, English 229, 230, 231, and 232, as well as winter term courses, may satisfy these requirements when their material is appropriate.

In the last term of her senior year the student majoring in English and Creative Writing must present a major piece of writing and she must complete a comprehensive exercise that demonstrates a knowledge of the major periods of English and American literature. The exact form that the exercise will take will be determined in the fall of the senior year by the Department in consultation with the students. If a senior thesis is elected to fulfill this requirement, it must show a knowledge of the tradition of the genre in which the student writes. No academic credit will be given for it, and both the

¹On leave winter term

*Part-time

**Part-time: Dean of the College

***Part-time: Assistant Dean of the College

thesis and the piece of writing must be completed by the date of the comprehensive examination.

The majors in American Studies are described on page 27. The majors in Theatre Arts and in Dance are described under Theatre Arts, on page 87.

English 1, Thought and Expression, is required of all freshmen except those who are exempted or advanced. A student who fails English 1 in the fall term may be required to take Composition in the winter term.

**•1X or 1Y THOUGHT AND EXPRESSION
The Department**

The study of prose, poetry, and drama as a basis for training in writing.

**•4 CHAUCER, SHAKESPEARE, AND MILTON
L. Piepho**

A study of selected works by these three writers.

**•6 INTRODUCTION TO CREATIVE WRITING
Smart, Eady**

The study and writing of autobiography and short fiction.

Prerequisite: Permission

**•8 WOMEN AND LITERATURE
Aiken**

A study of women characters and women writers in English, American, and foreign literature.

**•10 A HISTORY OF CHILDREN'S LITERATURE
Baer**

A study of major British and American works written for children in the nineteenth and twentieth centuries. Special attention will be given to shifting attitudes towards childhood and the resulting evolution of children's literature.

**•16 AMERICAN FICTION
Savarese**

Classic writers (such as Poe, Hawthorne, Twain, James, Wharton, and Fitzgerald) considered as novelists, short-story writers, or both.

**•20 RUSSIAN LITERATURE IN TRANSLATION
Dabney**

A reading of significant works — drama, fiction, and autobiography — of the nineteenth and twentieth centuries, by such

writers as Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and Solzhenitzyn.

[•24 LITERATURE OF CHILDHOOD]

A study of the image of the child in both adult and children's works by such writers as Blake, Dickens, Carroll, James, and McCullers.

**•26 WORLD FICTION SINCE 1945
Mares**

A reading of significant American and foreign fiction since World War II, by such writers as Borges, Camus, Solzhenitzyn, and Fowles. Foreign works will be read in translation.

[•28 ADVANCED COMPOSITION]

The study and writing of expository prose. Admission by permission.

**103, 104 MAJOR BRITISH WRITERS
Tamburr**

A study of important works of major writers. Fall term: Chaucer, Shakespeare, Milton, and a selection from the lyric poets. Spring term: Swift, Pope, Fielding, Wordsworth, Austen, Keats, Dickens, Yeats, and Joyce. Either term may be elected independently. Freshmen admitted by permission.

**106 CHINESE AND JAPANESE LITERATURE
IN TRANSLATION
Rowland**

A reading of works representative of the Chinese and Japanese literary traditions. Freshmen admitted by permission.

**•161, 162 SPECIAL STUDY (½ or 1)
The Department**

Topics in literature or writing pursued by individual students under supervision. Either term may be elected independently.

Open with permission of the Department to specially qualified sophomores and second-term freshmen.

**177, 178 MAJOR AMERICAN WRITERS
Pollack**

The development of the literature of the United States, with detailed consideration of some of the major writers of the nineteenth and twentieth centuries. Fall term: The beginnings to 1880. Spring term: 1880 to the present. Either term may be elected independently. Freshmen admitted by permission.

**[213 STUDIES IN MEDIEVAL LITERATURE]
Tamburr**

The study of selected medieval works both in the original and in translation. Alternate years.

Sophomores admitted by permission.

**[217Y HISTORY OF THE ENGLISH
LANGUAGE]
Tamburr**

A study of the continuing development of English words, grammar, and syntax, including sources of vocabulary and changes of form, sound, and meaning. Alternate years.

Sophomores admitted by permission.

**219 CHAUCER
Tamburr**

A reading of Chaucer's major works. Alternate years.

Sophomores admitted by permission.

**[223 ENGLISH DRAMA]
Aiken**

A study of the major works of English drama from the beginnings to 1642, excluding Shakespeare. Alternate years.

Sophomores admitted by permission.

**225 SHAKESPEARE: TWELVE PLAYS
Dabney**

A reading of twelve plays chosen from the various forms of drama and periods of Shakespeare's career, excluding those to be studied in English 226.

Sophomores admitted by permission.

**226 SHAKESPEARE: SIX PLAYS
Tamburr**

A reading of *Richard II*, *A Midsummer Night's Dream*, *As You Like It*, *Othello*, *King Lear*, and *The Winter's Tale*.

Sophomores admitted by permission.

**[229, 230 STUDIES IN AMERICAN
LITERATURE: I]
Fall Term: Savarese
Spring Term: Baer**

Fall term: The twentieth-century American short story. Spring: A study of autobiographies of American women, with exploration of the relationships between women's lives and the historical periods in which they lived. Texts will include the autobiographies of Maya Angelou, Ellen

Glasgow, Maxine Hong Kingston, Margaret Mead, and others. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

**231, 232 STUDIES IN AMERICAN
LITERATURE: II
Fall Term: Savarese
Spring Term: Pollack**

Fall term: A study of short stories and novels by Poe, Hawthorne, and Melville. Spring term: The Mark Twain Era. A study of the major fiction, humor, and satire of Mark Twain, in comparison with works of other leading writers of his time, such as Harriet Beecher Stowe and William Dean Howells. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

**237, 238 ENGLISH LITERATURE OF THE
RENAISSANCE
L. Piepho**

Fall term: Sixteenth-century prose and poetry. Spring term: Seventeenth-century prose and poetry. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

**[240 MILTON]
Aiken**

A reading of Milton's major works. Alternate years.

Sophomores admitted by permission.

**[241, 242 ENGLISH LITERATURE OF THE
RESTORATION AND THE EIGHTEENTH
CENTURY]
Aiken**

Fall term: Drama, poetry, and prose of the Restoration and early eighteenth century, with emphasis on Restoration comedy, Dryden, Swift, and Pope. Spring Term: Drama poetry, and prose of the latter part of the eighteenth century, with emphasis on Johnson and the novel. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

**267, 268 ENGLISH LITERATURE OF THE
NINETEENTH CENTURY
Fall Term: Aiken
Spring Term: Dabney**

Fall term: Romantic poetry and prose, with emphasis on Blake, Wordsworth, Coleridge,

Byron, Shelley, and Keats. Spring term: Victorian poetry and prose, with emphasis on Tennyson, Browning, and Arnold. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[273, 274 THE ENGLISH NOVEL]

Dabney

A chronological study of the English novel through the nineteenth century. Fall term: Defoe to the Brontes. Spring term: Dickens to James. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

279, 280 MODERN DRAMA

Aiken

Fall term: An intensive study of plays by Ibsen, Strindberg, Chekhov, Shaw, Synge, and O'Casey. Spring term: A survey of continental, British, and American plays from World War I to the present. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[293, 294 MODERN POETRY]

A chronological study of significant American and British poets of the modern period. Fall term: Emphasis on Hopkins, Yeats, and Eliot. Spring term: A selection of contemporary poets. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

297 TWENTIETH-CENTURY AMERICAN FICTION

Mares

A study of significant American fiction of the twentieth century, by such writers as Wharton, Dreiser, Fitzgerald, Hemingway, Faulkner, and Bellow. Alternate years.

Sophomores admitted by permission.

298 TWENTIETH-CENTURY BRITISH FICTION

Mares

A study of significant British fiction of the twentieth century, by such writers as Conrad, Forster, Woolf, Joyce, Lawrence, Golding, Burgess, and Fowles. Alternate years.

Sophomores admitted by permission.

352 SEMINAR

Belford

Topical studies in English, American, and foreign literature.

Open to seniors majoring in English and to other qualified seniors with permission of the Department.

361, 362 INDEPENDENT STUDY IN ENGLISH (½ or 1)

The Department

Special topics in literature, writing, or drama pursued by individual students under supervision. Either term may be elected independently.

Open with permission of the Department to juniors and seniors.

WRITING

101, 102 WRITERS' WORKSHOP I

Smart

The writing of fiction, poetry, non-fiction, and drama. The work submitted will be discussed informally by the group and with the instructor in individual conference, with the aim of improving the student's ability to write effectively.

Prerequisite: Permission

161, 162 SPECIAL STUDY.

(See English 161, 162.)

207, 208 WRITERS' WORKSHOP II

Eady

A continuation of Writers' Workshop I.

Prerequisite: English 101, 102 and permission

361, 362 INDEPENDENT STUDY IN ENGLISH.

(See English 361, 362.)

ENVIRONMENTAL STUDIES

The coordinate program in Environmental Studies enables a student majoring in any discipline to coordinate her major with a study of environmental problems and issues. In addition to the core course, Environment 1, she will enroll in other environmental studies courses or environmentally oriented courses. For the Independent Study requirement, usually to

be completed during her junior year, she will carry out a project relating her major studies to some aspect of the environment. The coordinate program must be approved in advance and evaluated jointly by the student's major adviser and by the Director of Environmental Studies.

•1 THE ENVIRONMENT: WHAT ARE OUR CHOICES?

McClenon and cooperating faculty

An introduction to the problems of man's relation to his environment, including historical, ethical, and aesthetic, as well as political, scientific, and economic perspectives.

Open to all classes.

[•2 APPROACHES TO ENVIRONMENTAL POLICY]

Field and laboratory experiences leading to an understanding of environmental policy formation. Special attention will be given to local environmental questions.

Prerequisite: Environment 1 and permission

BIOLOGY 115 GENERAL ECOLOGY

[PHYSICS 8 ENERGY]

[125 ENVIRONMENTAL HEALTH]

An introduction to the nutritional and pollution problems which affect the health of humans and other organisms. Incomplete or harmful diets, hazardous wastes, water pollution, air pollution, radiation, and cancer-causing agents all affect our quality of life. We will explore the sources of these problems, their effects on human and biological systems, current legislation and government standards designed to reduce the impacts on society and future management strategies which can produce a healthier environment. Alternate years.

Prerequisite: Biology 3 or 9, or Chemistry 7 or 21, or permission of instructor

[216X AQUATIC ECOLOGY (1½)]

Introduction to the ecology of aquatic systems, with emphasis on biotic communities, population dynamics, productivity and energy flow, especially as these processes are illuminated by local freshwater habitats. Emphasis in this course will be

on fish populations, fisheries management, and the use and pollution of water. Three hours lecture and 3½ hours field or laboratory study.

Prerequisite: Any biology course at or above the 100 level plus one course in any one of three disciplines: chemistry, earth science, or physics; or permission.

[226 RENEWABLE RESOURCE MANAGEMENT (1½)]

Introduction to management of renewable resources of water, soils, wildlife, forests, and parks. Laboratory will consist of field trips to agricultural experiment stations, game farms, and national parks to observe management strategies in action. Students will prepare management plans for above resources in conjunction with state or federal agencies.

Prerequisite: A science course at or above the 100 level, or permission of instructor

261, 262 SPECIAL STUDY (½ or 1)

Special topics pursued by individual students under supervision of environmental studies faculty or the Director or both.

Prerequisite: Permission

352 SENIOR SEMINAR

Reading and discussion of topics of special interest linking cooperating major programs and environmental studies. Required of all students in the coordinate program; open to other seniors by permission.

361, 362 INDEPENDENT STUDY (½ or 1)

Special topics investigated by individual students under the supervision of the departmental adviser and the Director of Environmental Studies. Required of all students in the coordinate program.

Prerequisite: Permission of the departmental adviser and the Director of Environmental Studies

EUROPEAN CIVILIZATION

Program Director
ARMSTRONG

The European Civilization program can be coordinated with work in any discipline. It is intended to lead to a broader understanding of the nature and development through the ages of civilization in Europe and to help the student acquire the necessary abilities for further independent analysis of that civilization and the cultures composing it. For some majors, particularly those in the humanities, it will provide a useful focus. For all students, it offers training in clear thinking, writing, and speaking. In addition, the program offers opportunities for work in a number of disciplines in the humanities.

European Civilization 17 and 18 are broad introductions to crucial periods in the development of civilization in Europe. Students intending to pursue the program should take these courses as freshmen or sophomores. In addition, they should begin work in one or more of the humanities early in their career at Sweet Briar. The colloquia, which vary from year to year, are the culminating experiences of the program. They are open to juniors and seniors in the program and to other students by permission. Each colloquium examines an aspect of civilization in Europe from the standpoint of two or more disciplines in the humanities.

A certificate is awarded to the student upon successful completion of the program. A detailed description of requirements in the program is available from the director.

•17 FOCUS ON THE PAST: THE RENAISSANCE

Armstrong, Berg, Shannon

An introduction to European Civilization through the period which opens the door to the modern world. Emphasis on the origins and many facets of this period and on the approaches to it by various disciplines.

•18 FOCUS ON THE PAST: ORIGINS OF THE CONTEMPORARY AGE

Berg, Dabney, Richards

An introduction to European Civilization through the period in which we live. Similar emphasis to European Civilization 17.

344 LEARNING, LITERATURE, AND LOVE IN THE TWELFTH CENTURY

Bradley-Cromey, Kent

An examination of social change, educational revolution, reorientations in religion, and new concepts of love, and their manifestations in new literary forms in the later twelfth century. Emphasis on France and England. Open to juniors and seniors in the program or by permission.

FRENCH

See page 66.

GERMAN

See page 69.

Government

Chairman

MILAN E. HAPALA

Professor

THOMAS V. GILPATRICK¹

Professor

KENNETH D. GRIMM

Associate Professor

RICHARD D. JACQUES*

Visiting Instructor

A student who elects Government as her major field must complete ten units in the Division of Social Science as follows: eight units in Government, four of which must be in advanced courses numbered 200 or above, including the Senior Seminar; the remaining two units are to be elected from at least two other departments within the Division. The comprehensive requirement is met by the successful completion of a written or oral examination during the spring of the senior year.

¹On leave winter and spring terms

*Part-time

•5, 6 THE AMERICAN POLITICAL SYSTEM

Fall Term: Gilpatrick

Spring Term: Grimm

A study of the theory and practice of American government with some reference to state and local components of the federal system. Fall term: Models for political analysis, different authority systems (totalitarian, authoritarian, and democratic), U.S. Constitutional origins and limited government, citizen participation, problems of balancing freedom and order. Spring term: Structural-functional analysis of Congress, the Courts, the Executive and the bureaucracy; foreign and domestic policy determination, including such areas as defense, employment and inflation, tax policy, welfare, race relations, energy, and the environment. Either term may be elected independently.

101,102 COMPARATIVE POLITICAL SYSTEMS **Hapala**

An introduction to institutional, structural-functional, and cultural approaches to the study of political systems. Fall term: Politics of industrial societies of Britain, France, Italy, and West Germany with possible references to the British Commonwealth countries and Japan. Spring term: Communist party states of the Soviet Union, Czechoslovakia, and China. Either term may be elected independently.

109 INTRODUCTION TO INTERNATIONAL POLITICS **Grimm**

An analysis of national power, old and new imperialisms, and the impact of technological and ideological revolution on international relations.

[151 COMPARATIVE POLITICS: LATIN AMERICA]

An introduction to the politics and government of the twenty Latin American republics. Special attention will be given to the political development of selected Latin American political systems.

[206 POLITICAL THOUGHT IN THE WEST] **Gilpatrick**

A study of both classical and contemporary political thought, with emphasis on relationships between classical theories and their modern formulations used in con-

temporary political analyses of socialist, democratic, and totalitarian systems.

Prerequisite: Two units of Government or European History or permission

209 INTERNATIONAL LAW **Grimm**

The nature and modern sources of international law, the role of law in state decision-making, problems of legal jurisdiction, the protection of individual rights under international law, and the legal means of controlling violence and war. Case studies are used to evaluate the operations of international law in contemporary world politics. Alternate years.

Prerequisite: Government 109, 211, or permission

[211 THE UNITED NATIONS AND WORLD GOVERNMENT] **Grimm**

A study of international organization as a system of institutions for promoting peace and welfare among sovereign states. The United Nations and its predecessors, including the League of Nations, are the main subjects of study. International regulation of the environment by specialized agencies also is studied. Alternate years.

Prerequisite: Government 109 or permission

[213 PARTIES, POLITICS, AND PRESSURE GROUPS IN THE UNITED STATES] **Gilpatrick**

The nature and development of U.S. political parties; relation of parties to pressure groups; party organization; campaign techniques, financing, suffrage and elections; citizen participation in politics. Emphasis on functions and tendencies of present-day parties. Alternate years.

Prerequisite: Government 5, 6 or History 111, 112 or permission

[214 BUREAUCRACY AND PUBLIC ADMINISTRATION] **Gilpatrick**

The administrative process in public bureaucracies, including institutional characteristics, behavior patterns, and policy outputs. Emphasis will be on seeking bureaucratic responsibility through

congressional supervision, judicial review, and presidential control. Each student will select a federal department, bureau, or regulatory agency for analysis. Alternate years.

Prerequisite: Two courses in the Division or permission

215, 216 CONSTITUTIONAL LAW IN THE UNITED STATES

Fall Term: Gilpatrick

Spring Term: Jacques

Case method analysis of the theory and practice of constitutional interpretation. Fall term: Federal court system, judicial review, changing ideas concerning federalism and the separation of powers, development of due process. Spring term: Fundamental rights and liberties of citizens, with emphasis on interpretations of the Bill of Rights and the Fourteenth Amendment through both case method and impact analysis. Field observations in county and federal district courts. Either term may be elected independently. Alternate years.

Prerequisite: Government 5, 6 or permission

[218 INTERNATIONAL POLITICS: SYSTEMS AND BEHAVIOR]

Grimm

A survey of various approaches to the study of international political systems, state capabilities, and foreign policy-making. Emphasis is on evaluating the utility of various analytical tools, including systems analysis and simulation. Alternate years.

Prerequisite: Government 109

220 COMPARATIVE POLITICS OF SOUTH ASIA

Hapala

Nation building in India, Pakistan, Bangladesh, Sri Lanka, and Nepal with a focus on national integration, institution building, mass mobilization, and economic development. Alternate years.

Prerequisite: Government 101 or 102 or permission

[222 THE CONDUCT OF UNITED STATES FOREIGN POLICY]

Grimm

A study of the formulation, conduct, and content of contemporary United States

foreign policy. Alternate years.

Prerequisite: Government 109 or permission

352 SENIOR SEMINAR IN GOVERNMENT Hapala

Subjects and projects are determined by the interests and needs of the members of the group. Opportunity is given for independent work.

Open by permission to seniors who are doing major work in the division or in related interdepartmental majors.

361, 362 INDEPENDENT STUDY IN GOVERNMENT (½ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Permission

History

GERALD M. BERG, Chairman
Associate Professor

MICHAEL D. RICHARDS
Professor

PAUL C. TAYLOR
Professor

JOAN R. KENT
Associate Professor

A student who elects History as her major field must complete European Civilization 17, 18 and 10 units in the Division of Social Science as follows: eight units in history, at least four units of which must be advanced courses numbered 200 or above, including 351, one unit in European history before 1700, and one unit in American history; and two units from other departments within the Division. A written comprehensive examination will be required in the Spring of the senior year.

•EUROPEAN CIVILIZATION 17 FOCUS ON THE PAST: THE RENAISSANCE

See page 55.

•EUROPEAN CIVILIZATION 18 FOCUS ON THE PAST: ORIGINS OF THE CONTEMPORARY AGE

See page 55.

[•101, 102 ANCIENT HISTORY]

Wright

Fall term: A survey of ancient Near Eastern civilizations and of Greece from the emergence of the civilization of the Aegean Bronze Age to the high classical period of the fifth and fourth centuries BC. Spring term: The political and social history of Rome from the origins of the city through the high empire to the collapse of effective rule in the West in the late fourth century AD. Reading of major primary source materials in translation and of the studies of modern scholars. Either term may be elected independently. Alternate years.

[103, 104 AMERICAN INTELLECTUAL HISTORY]

P. Taylor

The evolution of basic attitudes and values as revealed in major cultural trends. Fall term: 1600 to 1855, with emphasis upon Puritanism, the Enlightenment, evangelical religion, and romanticism. Spring term: 1855 to the present, with emphasis upon Darwinian science, modernist religion, pragmatism, progressivism, and the impact of mass culture. Either term may be elected independently. Alternate years.

107, 108 HISTORY OF MODERN BRITAIN

Kent

Fall term: The Tudors and Stuarts, with emphasis on political, religious, and social change. Spring term: 1714 to the present, with emphasis on parliamentary democracy, the Industrial Revolution, and social programs. Either term may be elected independently.

Open to freshmen by permission.

[•114 MEDIEVAL FOUNDATIONS OF EUROPE]

Kent

A study of certain aspects of the Medieval world with emphasis on the emergence of a distinctive European civilization. Alternate years.

•116X CENTURIES OF CRISIS, 1460-1660

Kent

An examination of the impact on European society of some of the economic, political, and intellectual upheavals of the sixteenth and seventeenth centuries. Alternate years.

[121Y TWENTIETH-CENTURY EUROPE]

Richards

An examination of the major developments in the political, social, and cultural life of Europe between 1890 and the present. Alternate years.

128 WOMEN IN AMERICAN HISTORY

P. Taylor

Changing relationships between women and men in American history from 1600 to the present, with emphasis upon the changing functions and roles of women and upon varieties of feminism. Alternate years.

129, 130 MODERN RUSSIA

Richards

A study of major political, social, economic, and cultural developments. Fall term: Peter the Great to Alexander III. Spring term: Nicholas II to Brezhnev. Either term may be elected independently. Alternate years.

131 ORIGINS OF THE UNITED STATES, 1600-1788

P. Taylor

A survey of early American history, with emphasis upon social change. Alternate years.

133 HISTORY OF THE UNITED STATES, 1789-1900

P. Taylor

A survey stressing the establishment of political parties, the Civil War, and the industrial and agricultural revolutions.

134 THE UNITED STATES, 1900 TO THE PRESENT

P. Taylor

Major trends in politics, society, the economy, and foreign policy.

[142 MODERN GERMANY AND AUSTRIA]

Richards

From 1815 to the present. Alternate years.

149 FRANCE IN TRANSITION, 1770-1870

Richards

A review and analysis of the profound changes in the political, social, and economic structures of France in the period. Attention also is paid to the significance of these changes to the other areas of Europe. Alternate years.

169 AFRICA IN WORLD AFFAIRS

Berg

An historical survey of modern African diplomacy. The course will study the recent history of African political and social conditions which affect foreign policies and recent changes in the superpowers' policies toward Africa. Emphasis on southern Africa. Satisfies the non-Western studies requirement.

172 AFRICAN HISTORY

Berg

A survey of African history concentrating on the development of pre-colonial states from the twelfth to nineteenth centuries and the transformation of African society during the colonial period in the twentieth century. Satisfies the non-Western studies requirement.

201 REVOLUTIONS IN THE MODERN WORLD

Richards

A comparative study of the phenomenon of revolution using the techniques and findings of such disciplines as psychology, sociology, and economics, in addition to those of history and political science.

Beginning with the emergence of this phenomenon in the seventeenth century, the course traces its growth and development to the present day. Alternate years.

Prerequisite: Two units in the Division of Social Science

[205 STUDIES IN BRITISH HISTORY: TUDORS AND STUARTS]

Kent

Special topics to be selected from the reigns of Henry VIII, Elizabeth I, James I, and Charles I. Topics will vary from year to year and may focus on either the Tudors or the early Stuarts. Alternate years.

Prerequisite: History 107 or permission

[206 STUDIES IN BRITISH HISTORY: THE TWENTIETH CENTURY]

Kent

Political, economic, and social changes in post-World War II Britain, and tracing of these changes to earlier periods. Attention given both to Britain's changing international position and to changes within the British Isles. Alternate years.

Prerequisite: History 108 or permission

212 STUDIES IN AMERICAN HISTORY

P. Taylor

The study of selected problems in American history from 1600 to the present.

Prerequisite: History 103, 104 or 133, 134 or permission

213 PRE-INDUSTRIAL SOCIETY IN FRANCE, ENGLAND, AND THE AMERICAN COLONIES

Kent

A comparative study of certain aspects of these societies in the period 1600-1760.

Topics include economic and demographic characteristics, social stratification and social mobility, patterns of authority, marriage and inheritance patterns, the position of women, literacy and education, and popular "mentalities," including beliefs in magic and witchcraft. Alternate years.

Prerequisite: History 107 or 131 or 116, or by permission

[231 STUDIES IN RECENT AMERICAN DIPLOMATIC HISTORY]

Selected topics in the foreign policy of the United States in the twentieth century, with emphasis on changing guidelines and principles.

Prerequisite: Open by permission to majors in the Division of Social Science

237 MODERN AMERICA, 1920 TO THE PRESENT

P. Taylor

The rise of federal power, the evolution of the industrial system, the development of popular culture, and the growth of cultural pluralism. Alternate years.

Prerequisite: History 134 or permission

[239 TOPICS IN SOUTHERN HISTORY]

P. Taylor

Selected developments in the social, cultural, and economic history of the Southern United States from 1600 to the present, with some attention to politics. Alternate years.

Prerequisite: History 133 or permission. History 131 and 134 are strongly recommended.

250 CRIME AND PUNISHMENT IN EARLY MODERN ENGLAND
Kent

Introduction to English common law and the legal system from about 1400 to 1800, with an examination of the social history of crime during this period. Special attention given to the evidence of local criminal court records and to patterns of crime among ordinary people. Other topics include legal education and the Inns of Court, medieval outlaws and aristocratic criminal bands, female criminality, laws of treason, and treason trials. Alternate years.
Prerequisite: Two units in the Division of Social Science or permission

[251 INDUSTRIAL SOCIETY IN NINETEENTH-CENTURY EUROPE]
Richards

An analysis of changes in social structures, organization of work, attitudes, and values in Europe from the 1790s to the eve of World War I. Evidence will be drawn primarily from the experience of Great Britain, France, and Germany. Alternate years.

Prerequisite: European Civilization 18 or permission

252 HIGH CULTURE AND POPULAR CULTURE IN EUROPE, 1890-1970
Richards

A study of high culture -- political, economic, and social theories; the arts, literature, and music; philosophical and religious thought. Attention also paid to aspects of popular culture such as the customs, traditions, and assumptions of particular occupational and social groups within particular national societies and mass market publications, movies, radio, television, entertainment, and professional sports. Links between high culture and popular culture and their interrelationship will be examined as well. Alternate years.

Prerequisite: European Civilization 18 or permission

[254 EUROPE BETWEEN THE WARS: CULTURE, SOCIETY, AND POLITICS]
Richards

A detailed analysis of political events, social trends, and intellectual and cultural developments in Europe from 1919 to 1939. Emphasis placed on the reading of

primary sources. Alternate years.

Prerequisite: European Civilization 18 or permission

[256 WAR AND SOCIETY IN MODERN EUROPE]
Berg

The study of war will illustrate connections between social organization, technology, and values in various periods in early modern and modern Europe. The course will conclude with an historical view of current issues concerning nuclear war. Alternate years.

Prerequisite: European Civilization 17 or 18 or one unit in European history

261, 262 SPECIAL STUDY IN HISTORY
The Department

Special topics pursued by students individually or in small groups under supervision. Either term may be elected independently.

Prerequisite: Permission

274 TOPICS IN AFRICAN HISTORY
Berg

Selected topics in the history and historiography of Africa emphasizing the use of primary sources. Alternate years.

Prerequisite: History 169 or 172

351 SENIOR SEMINAR IN HISTORY
Berg

The seminar will deal with the question "What is history?" Primarily this will involve an examination of some of the best works of historians in the last few years. It also will consider ways in which people organize, analyze, and interpret past experience.

Prerequisite: Open by permission to seniors

361, 362 INDEPENDENT STUDY IN HISTORY (½ or 1)
The Department

Research on a topic determined in advance by a student and her adviser. Either term may be elected independently.

Prerequisite: Permission

INTERNATIONAL AFFAIRS

See page 86.

ITALIAN

See page 70.

JAPANESE

See page 70.

MANAGEMENT

Program Director
LYONS

The program in management is a coordinate program which can be elected by students majoring in any Department of the College. The purpose of the program is to broaden the liberal arts student's background and provide her with the fundamental tools, skills, and understanding of the management process that will serve as the foundation for a wide range of career opportunities in business and industry as well as government and other non-profit organizations. Students electing the program are required to complete 8 units, of which 5 units are in the core courses in management — Economics 4, Introductory Economics (Microeconomics); Economics 27, Introduction to Accounting; Economics 111, Introduction to Business; Economics 230, Fundamentals of Management; and a Winter Term Internship in Business. In addition to the core courses, students are required to complete 3 units in the supporting courses — Mathematical Sciences 9, BASIC Programming; Economics 180, Management Science, or Mathematical Sciences 10, Statistics of Inference; and Psychology 4, General Psychology. Additional elective courses are available and can be included in a student's program after consultation with the student's major adviser and the director of the program. A certificate is awarded to the student upon successful completion of the program.

MATHEMATICAL PHYSICS

ELKINS, LENZ

Advisers

A student who elects Mathematical Physics as her major field must complete four units in mathematical sciences and six units in physics at the 100 level or above, exclusive of Mathematical Sciences 151 and 180, and one course in FORTRAN.

A comprehensive examination or at least one unit of Senior Seminar and completion of a suitable research project are required for the major.

Mathematical Sciences

JUDITH M. ELKINS, Chairman
Professor

ROBERT L. CHASE*
Associate Professor

BESSIE KIRKWOOD**
Assistant Professor

JAMES KIRKWOOD
Assistant Professor
KAREN V.H. PARSHALL
Assistant Professor

BRIAN J. SHELBURNE
Assistant Professor

The Department offers two options for the major: Mathematics and Mathematics-Computer Science.

A student who elects **Mathematics** as her major subject must complete Mathematical Sciences 23, 24, 80, 115, 116, 207, 221, two courses from Mathematical Sciences 203, 209, 214, 248, 258, 266, or 298, and two additional units numbered 200 or above. The senior comprehensive requirement ordinarily will be satisfactory performance on an examination covering Mathematical Sciences 23, 24, 115, 116, 207, and 221. Students whose grades in these six courses average 3.4 or higher may elect to complete an alternative project, subject to Departmental approval.

*Part-time: Director of Academic Computing

**Part-time

A student who elects **Mathematics-Computer Science** as her major subject must complete Mathematical Sciences 23, 24, 80, 115, 116, 191, 236, 238, and two additional units numbered 200 or above. She also must complete a unit of statistics chosen from Mathematical Sciences 10 or 204 or Psychology 119. Mathematical Sciences 204 may be counted as a 200-level Mathematical Sciences course, even if it is used to satisfy the statistics requirement. The senior comprehensive requirement will be satisfactory performance on an examination covering Mathematical Sciences 23, 24, 115, and 116 and completion of a computer science project approved by the Department.

All students with a major in Mathematics or a combination major including Mathematics should consult the Department Chairman by October 15 of the senior year for details of the comprehensive requirement.

•6 INTRODUCTON TO ELEMENTARY AND TRANSCENDENTAL FUNCTIONS

Parshall

A study of the polynomial, absolute value, logarithmic, exponential, and trigonometric functions and their graphs.

Prerequisite: Three entrance units or permission. Not open to students who have had Mathematical Sciences 21.

•9X, W, or Y BASIC PROGRAMMING **Shelburne, Parshall, Calle**

First course in computers and programming using the language BASIC. Flowcharts, programming techniques, and applications; survey of current uses of computers. The course is designed for students not planning to major in mathematics. May not be taken by students who have credit for Mathematical Sciences 80. May not be taken concurrently with Mathematical Sciences 80.

Prerequisite: Three units of high school mathematics

•10 STATISTICS OF INFERENCE **J. Kirkwood**

Binomial, normal, and chi-square distributions; sampling and hypothesis testing; linear regression; and correlation coefficient. Applications to the behavioral, social, and life sciences.

Prerequisite: Three units of high school mathematics

•21, 21W PRECALCULUS AND DIFFERENTIATION

J. Kirkwood, Shelburne

The study of elementary functions followed by an introduction to differential calculus. This sequence prepares the student for Mathematical Sciences 24 and is recommended for those students whose background does not include the trigonometric and logarithmic functions.

Prerequisite: Three entrance units. Not open to students who have had Mathematical Sciences 6.

•23 CALCULUS I

Parshall, J. Kirkwood

Elements of plane analytic geometry. Basic properties and differentiation of elementary functions: polynomial, trigonometric, exponential, and logarithmic functions. Applications to maxima and minima.

Prerequisite: Mathematical Sciences 6, 21, or 3½ entrance units, including a study of the logarithmic and trigonometric functions and their graphs. Not open to students who have had Mathematical Sciences 21W.

•24 CALCULUS II

Parshall, J. Kirkwood

Integration of elementary functions. Sequences and series. Applications to area, volume, and scientific problems.

Prerequisite: Mathematical Sciences 23 or 21W

•80X, W, or Y FORTRAN PROGRAMMING **Chase, Elkins, Shelburne**

An introduction to computer programming in FORTRAN and the use of a timeshare computer system.

Prerequisite: One of the following: Mathematical Sciences 9, 23, or permission.

90 COMPUTERS IN BUSINESS

Elkins

Focus on the management-computing interface. The techniques, skills, and data needed in information systems management, as well as implementation of information processing techniques will be studied. Students are encouraged to have taken Economics 27 or 111.

Prerequisite: Mathematical Sciences 9 or 80

•115 CALCULUS III

Elkins

Vector geometry in R^3 , functions of several variables, partial differentiation, gradients, and multiple integration.

Prerequisite: One year of calculus

•116 LINEAR ALGEBRA

Parshall

Matrices, determinants, vector spaces, and linear transformations.

Prerequisite: Mathematical Sciences 24

[151 MATHEMATICS FOR ELEMENTARY TEACHERS]

This course, together with any other Mathematical Sciences course, will fulfill the mathematics requirement for certification for teaching in the elementary schools of Virginia. Alternate years.

Open to juniors and seniors.

163, 164 DIRECTED STUDIES (½ or 1)

Study of introductory level topic pursued under faculty direction. Content will vary according to needs of student. Either term may be elected independently.

Prerequisite: Permission

180 COBOL AND DATA PROCESSING

Elkins

The COBOL programming language. Algorithms for business-oriented problems and structured program design. Data-file organization and storage media.

Prerequisite: Mathematical Sciences 80 or permission

191 PROGRAMMING METHODOLOGIES

Elkins

Advanced programming techniques including iteration, recursion, searching and sorting, algorithm development, structured programming, and top-down development using Pascal or another structured programming language. Includes an introduction to data structures.

Prerequisite: Mathematical Sciences 80

200 STATISTICS OF THE LINEAR MODEL The Department

Regression and analysis of variance. Analysis of data using statistical packages. Alternate years.

Prerequisite: Mathematical Sciences 10 or 204 or Psychology 119

201 COMPUTER GRAPHICS

S. Piepho

An introduction to interactive computer graphics programming on the Tektronix and GIGI terminals and on the Apple II Plus microcomputer. Topics include the transformation and representation of two- and three-dimensional objects, the use of shape tables, animation, and textual graphics. Students will complete short projects related to each of these topics, and also will complete one longer project in an area of their choice. Alternate years.

Prerequisite: Completion of Mathematical Sciences 80 (grade of B or better) or permission

[203 PROBABILITY]

Topics in probability theory which are used in statistics and in the construction of probability models: discrete and continuous distributions of several random variables, independence, expectation, variance, the Central Limit Theorem, and computer simulation programs illustrating the theoretical concepts. Alternate years.

Prerequisite: Mathematical Sciences 115 or permission to take 203 concurrently with 115

[204 STATISTICS]

Mathematical theory and applications of statistics, including sampling distributions, statistical inference, testing of hypotheses, multiple linear regressions, and non-parametric methods. Alternate years.

Prerequisite: Mathematical Sciences 203

207 SEQUENCES AND SERIES

Shelburne

Sequences and series of real numbers and of functions. Uniform convergence and power series. Fourier series and convergence in the mean. Required for a major in Mathematics.

Prerequisite: Mathematical Sciences 116

209 MODERN GEOMETRY

Parshall

Topics in Euclidean, projective, and non-Euclidean geometries. Alternate years.

Prerequisite: Mathematical Sciences 24

212 ORDINARY DIFFERENTIAL EQUATIONS **J. Kirkwood**

Separation of variables, exact equations, first and second order linear equations. Solutions by power series, Laplace transforms and numerical methods. Applications to the physical and biological sciences. Alternate years.

Prerequisite: Mathematical Sciences 24

[214 DISCRETE STRUCTURES]

An introduction to the algebraic and combinatorial methods used in computer science. The topics will include mathematical induction, recursive algorithms, trees, graphs, the inclusion-exclusion principle, modular arithmetic, semigroups, groups, and homomorphisms with applications to computer science. Alternate years.

Prerequisite: Mathematical Sciences 80 and 116

221 MODERN ALGEBRA **J. Kirkwood**

The study of abstract algebraic structures, including groups, rings, and fields. Required for a major in Mathematics.

Prerequisite: Mathematical Sciences 116

231 MATHEMATICAL MODELING **Elkins**

Mathematical models with application to the social, life, and managerial sciences. Linear programming and one or more topics chosen from game theory, Markov chains, queuing models, networks, and graph theory. Alternate years.

Prerequisite: Mathematical Sciences 116 and FORTRAN

236 COMPUTER SYSTEMS AND ORGANIZATION **Shelburne**

Computer organization and architecture. The use of assembly language in studying addressing techniques, number representation and arithmetic, subroutine conventions and calling sequences, and basic file I/O.

Prerequisite: Mathematical Sciences 80

238 DATA AND FILE STRUCTURES **Chase**

Sorting and hashing techniques, tree traversal methods, design of data struc-

tures using a graph-theoretic approach, dynamic storage allocation, and sequential and random access files.

Prerequisite: Mathematical Sciences 191

[248 VECTOR ANALYSIS]

Differentiation of vector-valued functions, including Jacobians, chain rules, implicit function theorems, and Lagrange multipliers. Line and surface integrals, including Green's, Divergence, and Stokes' Theorems. Alternate years.

Prerequisite: Mathematical Sciences 116 or permission

258 COMPLEX ANALYSIS **Shelburne**

Algebra of complex numbers, analytic functions, Cauchy-Riemann equations, Cauchy's theorem, Taylor and Laurent expansions, calculus of residues. Alternate years.

Prerequisite: Mathematical Sciences 116

261, 262 SPECIAL STUDY (½ or 1)

Contents of this course will vary according to the interests of the students and instructor. Either term may be elected independently. Offered when desired by a sufficient number of students.

Prerequisite: Permission

266 NUMERICAL ANALYSIS **Elkins**

Topics chosen from the following numerical methods: computer calculations, approximation of functions, differentiation, integration, solution of ordinary differential equations, and inversion of matrices. Alternate years.

Prerequisite: Mathematical Sciences 116 and one course in FORTRAN programming

[298 INTERMEDIATE ANALYSIS]

A careful study of the following concepts in analysis: The topology of \mathbb{R}^n , limits, continuous functions, integration and differentiation of functions. Alternate years.

Prerequisite: Mathematical Sciences 207

361, 362 INDEPENDENT STUDY IN MATHEMATICAL SCIENCES

Prerequisite: Open to advanced students by permission

Modern Languages

RONALD E. HORWEGE, Chairman
Associate Professor

MARIA Z. EMBEITA
Professor

ROBERT G. MARSHALL*
Professor

MARIE-THÉRÈSE SOMMERVILLE
Professor

GILBERTE G. VAN TREESE
Professor

GLENN J. VAN TREESE
Professor

NANCY BRADLEY-CROMEY
Associate Professor

ALIX INGBER
Assistant Professor

DOMINIQUE LEVEAU
Assistant Professor

ANTONIA MAGDALENA TAYLOR
Assistant Professor

ROSALIA C. ASCARI**
Visiting Assistant Professor

MARGARET A. SCOUTEN**
Visiting Assistant Professor

LINDA THOMAS**
Visiting Assistant Professor

Majors are offered in French, Spanish, and Modern Languages; and in German for students who 1) spend their junior year in an approved program of studies abroad, or 2) participate in an approved program of summer studies. In cooperation with other academic departments, the Department also participates in programs providing majors in French Studies, German Studies, and Italian Studies. The programs are designed to encourage the student to combine her interests in a language with other disciplines. The student considering such a program, or planning to study abroad, should consult the chairman as soon as possible to assure proper preparation.

A student who chooses one of these

majors is expected to achieve a reading, writing, and speaking knowledge of the language in which she concentrates. The foreign language is used exclusively in all advanced courses and as much as possible in the others. Not more than one course given in English may be credited toward the major. The Department recommends a residence of six weeks or more in a summer school where the exclusive use of the foreign language is required. A student who has begun the study of a language in college will still find it possible to fulfill the major requirement in the language by arranging her courses in consultation with her major professor.

The nature of the senior comprehensive exercise for all these majors will be determined in the fall of the senior year by the faculty of the Department in consultation with the students. The requirement may consist of or include demonstration of oral proficiency in the language of concentration.

A student who elects **French** as her major subject will present at least eleven units in French courses numbered 100 or above, including 121, 122 and the Senior Seminar. The student will be expected to present at least one unit in each of the three general areas of French literature designated below, and at least two units in language or culture, one of which will be on the 200 level.

A student who elects **German** as her major subject will present at least ten units in German courses numbered 100 or above.

A student who elects **Spanish** as her major subject will present at least eleven units in Spanish courses numbered 100 or above, including 123, 124, 125 and 351 or 352.

A student who elects **Modern Languages** as her major subject must complete fifteen units in any three languages. She may complete five units in each of three languages, including only courses normally creditable to the major in those languages, or she may complete six units in a language of principal concentration, including only courses creditable to the major in that language and at least two units in literature, in which case she must present also at least four units in courses creditable toward the major in a second

*Part-time: Director, Junior Year in France

**Part-time

language, and at least two units above the intermediate level in a third language.

Language courses designated TCC are offered under the auspices of the Tri-College Consortium and taught by faculty at Randolph-Macon Woman's College (RMWC), Lynchburg College (LC), as well as Sweet Briar College.

FRENCH STUDIES

G.G. Van Treese, Adviser

GERMAN STUDIES

Horwege, Adviser

ITALIAN STUDIES

Bradley-Cromey, Adviser

These area studies programs offer an opportunity to concentrate on the primary aspects of language, civilization, and culture. They are intended to result in majors consisting of a nucleus of courses in one of the foreign languages, its literature(s) and/or its culture(s), around which a body of courses in not more than two other related fields is constructed.

There are few restrictions in the orientation of these majors, the student's interest being the determining factor, but she is expected to complete twelve units in courses which are normally accepted for a major in each of the areas of concentration, and six of these units must be elected from courses in the foreign language of concentration, its literature, and/or culture.

It is essential that the student consult with the advisers for the major early in her course of study, preferably in the freshman year. In any case, admission to the program is contingent upon her obtaining written approval from the major adviser of each of the cooperating departments by the end of the fall term of the sophomore year. Courses prerequisite to the major in each of the related areas should be completed by the conclusion of the sophomore year.

Students will be expected to pass a comprehensive examination or to engage in a comparable exercise to be determined in consultation with the major advisers at the beginning of the senior year.

A statement outlining requirements, prerequisites, and sample programs is available from the chairman of the department of Modern Languages and from each of the advisers for the major.

It is strongly recommended that the student participate in an approved program of studies in an area where the language of concentration is primarily used.

FRENCH

Language and Culture

•1, 2 BEGINNING FRENCH

G.J. Van Treese

For those students with no previous background in French. Four class periods and two laboratory periods.

•3, 4 ELEMENTARY FRENCH

G.G. Van Treese, Scouten

Reserved for those students who have some acquaintance with the language. Students who take this course are expected to fulfill their language requirement by completing French 6X in the fall semester of the following year. Four class periods and two laboratory periods.

•5, 6 INTERMEDIATE FRENCH

The Department

Formal study and practice in speaking, reading, writing, and understanding French. Regular laboratory attendance is required.

Prerequisite: French 1.2 (for 6: 5), or two or three units at entrance

•6X INTERMEDIATE FRENCH

Scouten, G.G. Van Treese

Prerequisite: Reserved primarily for those students who have completed French 3.4.

•131 [or 131Y] FRENCH CONVERSATION Sommerville

Oral self-expression based on contemporary topics.

Prerequisite: French 5.6 or the equivalent, and permission of the chairman upon written recommendation of the student's current instructor

213Y COMMERCIAL FRANCE

G.J. Van Treese

The language of commerce — its vocabulary, its formulas, as a vehicle for an introduction to France as a commercial power; the infrastructure of the French economy — agriculture, industry, trade, transportation; the support system —

customs, banking, the stock exchange, advertising, real estate, taxes; *the problems* — company organization, government control, employment/unemployment.

Prerequisite: Any course numbered 100 or above or permission

[217X or 217Y THÈME ET VERSION]

Thème: Translation of selected works from English into French.

Version: Translation of selected works from French into English. Both *Thème* and *Version* will be treated in each term.

Prerequisite: Any course in French numbered 100 or above

[219X or 219Y ADVANCED COMPOSITION]

Modern stylistic usage, exercises in composition. Reserved for advanced students who normally will have completed French 100X or the equivalent.

Prerequisite: Permission

231 LA TROISIÈME RÉPUBLIQUE: History and Culture of Modern France from 1870 to 1940

G.G. Van Treese

The establishment of democracy in France. Customs and mores of the French. French civilization as reflected in the arts.

Prerequisite: Any course in French numbered 100 or above, or permission

[232 HISTORY AND CULTURE OF MODERN FRANCE FROM 1940 TO THE PRESENT]

Political evolution. Customs and mores of the French. French civilization as reflected in the arts.

Prerequisite: Any course in French numbered 100 or above, or permission

236 ADVANCED FRENCH CONVERSATION Sommerville

Oral self-expression based on the presentation of French life as it is experienced by French individuals and expressed by them in a series of free interviews.

Prerequisite: Permission

Literature

[•105X or 105Y INTRODUCTION TO LITERARY ANALYSIS]

A study of the most characteristic aspects of French literature based on intensive

reading of texts chosen from various periods and genres (poetry, drama, and novels). Student participation in discussions and practice in written and oral expression will be emphasized.

Prerequisite: French 100X or the equivalent, or permission

121,122 SURVEY OF FRENCH LITERATURE

Fall Term: Leveau, G.J. Van Treese

Spring Term: Leveau, G.G. Van Treese

A study of major works illustrating the main literary movements from the Middle Ages to the seventeenth century (fall term) and from the eighteenth century to the present (spring term). Special attention to language skills with emphasis on written expression and *explication de texte*. Required of French majors.

Prerequisite: French 5,6 or placement test

[150 MASTERPIECES OF FRENCH LITERATURE IN TRANSLATION]

The evolution of the modern French novel. Experiments in fiction by major French novelists based on close readings and class discussion. The readings will include works by Madame de Lafayette, Balzac, Flaubert, Zola, Proust, Gide, Sartre, and Camus. Taught in English, using texts translated into English. Majors may participate with permission of instructor, preparing papers and examinations in French.

Prerequisite: English 1, or one unit in any literature

Prerequisite for all of the following courses: French 105 or 121 or 122

AREA I:

Studies in the Middle Ages and the Renaissance

[222 THE MEDIEVAL HERO]

Definition and identification of hero-figures in the French epic; the ethics, actions, and influence of Roland and Charlemagne in the *Chanson de Roland* and their evolution in subsequent works. Consideration of the *baron révolté* in other epics; anti-hero, or evidence of changing values.

[223Y THE ROMANCE]

Beginnings of the European novel in twelfth century France; the cultural-literary climate leading from the early *Tristan et Iseut* to the Arthurian cycle and its major author, Chrétien de Troyes.

[224 POETRY OF THE MIDDLE AGES AND THE RENAISSANCE]

Early poetic expression in medieval France: theories of origin and development of lyric, satirical, and didactic verse from peasant May festivals to the court poet Pierre Ronsard.

[226 RABELAIS AND MONTAIGNE]

Examination of the Protean spirit of Renaissance France through the two masters of sixteenth century prose: comparisons between Rabelaisian *joie de vivre* and the more inward-looking Montaigne.

[229 FROM BAROQUE TO ROCOCO]

Study of the evolution of Baroque themes and style in literature from the late sixteenth century to the Rococo manner of the early eighteenth century. Consideration of the relation to the other arts and the political and religious background of the period.

EUROPEAN CIVILIZATION 344 LEARNING, LITERATURE, AND LOVE IN THE TWELFTH CENTURY

Bradley-Cromey, Kent

See page 55.

AREA II:

Studies in Classicism and Romanticism

[251 FRENCH DRAMA FROM CORNEILLE TO BEAUMARCHAIS]

The classical form and its gradual evolution to the *drame*.

252X THE NOVEL FROM LA PRINCESSE DE CLEVES TO ADOLPHE **Marshall**

The evolution and crisis of the novel, from the *nouvelle historique* through the development of the *roman mémoire*, *roman épistolaire*, to a return to the classic content but in first person narrative.

[255Y LES PHILOSOPHES]

Major figures of the eighteenth-century Enlightenment in France.

[256X THE CONCEPT OF ROMANTICISM]

The development of the Romantic movement in nineteenth-century France, with emphasis on the esthetic, thematic, and ideological aspects of the movement. Authors studied will include Vigny, Hugo, Chateaubriand, Lamartine, Balzac, and Stendhal.

AREA III:

Studies in Modern French Literature

[281 THE FOUNDATIONS OF THE MODERN NOVEL]

Intensive study of narrative techniques and the representation of reality in major works by such authors as Flaubert, Maupassant, Zola, Huysmans, and Alain-Fournier.

[282X THE NOVEL FROM PROUST TO THE NOUVEAU ROMAN]

Recent experiments in fiction with discussion of Proust, Gide, Malraux, Sartre, Camus, Butor, and Robbe-Grillet.

[283Y MODERN FRENCH POETRY FROM BAUDELAIRE TO THE PRESENT]

The nature of the poetic experience studied in the works of such authors as Baudelaire, Verlaine, Rimbaud, Mallarmé, Apollinaire, Saint-John Perse, Breton, Michaux, Eluard, and Prévert.

284 STUDIES IN THE TWENTIETH-CENTURY THEATRE **Sommerville**

Major works of playwrights such as Claudel, Giraudoux, Cocteau, Anouilh, Montherlant, Sartre, Ionesco, Genet, and Beckett. Major themes will include symbolism, the use of myths, the influence of existentialism, and the theatre of the absurd.

[351,] 352 SENIOR SEMINAR: TOPICAL STUDIES IN FRENCH LITERATURE **Marshall**

Required of seniors majoring in French. Open to other qualified students with permission of the Department.

361, 362 INDEPENDENT STUDY IN FRENCH (½ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open, with permission of the Department, to qualified students.

GERMAN

•1, 2 ELEMENTARY GERMAN

Horwege

For beginners. Four class periods and two laboratory periods.

•5, 6 INTERMEDIATE GERMAN

Horwege

Formal study and practice in speaking, reading, writing, and understanding German. Regular laboratory attendance is required.

Prerequisite: German 1, 2, or two or three units at entrance

•105Y INTRODUCTION TO GERMAN LITERATURE

Thomas

A study based on readings and discussions of various representative works, chosen from various periods and genres (poetry, drama, and prose). Student participation in discussion and practice in written and oral expression will be emphasized.

Prerequisite: German 5, 6 or three units at entrance

[•125 READINGS IN MODERN GERMAN LITERATURE I]

Selected readings from literature of the period between 1890 and 1933. Authors included are Kafka, Mann, Rilke, George, Trakl, Hofmannsthal, Schnitzler, Heym, and Benn. Emphasis on the *novelle* and lyric poetry.

Prerequisite: German 5, 6 or three units at entrance

[•126 READINGS IN MODERN GERMAN LITERATURE II]

German literature after 1945. Works of writers from both East and West Germany, Switzerland, and Austria.

Prerequisite: German 5, 6 or three units at entrance

131 GERMAN CONVERSATION AND COMPOSITION

Horwege

Practice in written and oral expression with discussions and essays based on contemporary topics and literary selections.

Prerequisite: German 5, 6 or the equivalent and permission

[152 INTRODUCTION TO GERMAN CULTURE]

A study of various historical, cultural, political, and social trends in East and West Germany, Austria, and Switzerland.

Prerequisite: German 5, 6 or the equivalent or permission

Prerequisite for all of the following courses: Any course in the German language numbered 100 or above or permission.

[211 GROWTH AND STRUCTURE OF THE GERMAN LANGUAGE]

A study of the development of German from its Indo-European origins to the Modern Period. Emphasis on phonetic-phonemic, morphological, and syntactic change as well as on cultural trends influencing its development.

[222 GERMAN LITERATURE BEFORE 1700]

A study of trends in literature in relation to the social, historical, and religious conditions in Germany from the Middle Ages through the Baroque.

251 THE AGE OF GOETHE I: GERMAN CLASSICISM AND ITS PRECURSORS

Thomas

A study of the Enlightenment, *Sturm und Drang*, and Early Classicism. Readings from Lessing, Wieland, Lichtenberg, Lenz, Klinger, Goethe, and Schiller.

252 THE AGE OF GOETHE II: LATER CLASSICISM AND ROMANTICISM

Horwege

Selections from the later works of Goethe and Schiller, the works of Tieck, Novalis, Brentano, Arnim, Arndt, Eichendorff, the Schlegels, E.T.A. Hoffmann, Chamisso, Kleist, Holderlin, and others.

261, 262 SPECIAL STUDY IN GERMAN Horwege

Special topics pursued under supervision.
Either term may be elected independently.

Prerequisite: Permission

[271 GERMAN LITERATURE OF THE NINETEENTH CENTURY]

Selections from the writers of
Jungdeutschland, Grabbe, Lenau, Morike,
Droste-Hulshoff, Hebbel, Grillparzer,
Ludwig, Nestroy, Stifter, C.F. Meyer, Keller,
and Fontane.

[272 THE GERMAN NOVELLE]

A study of the novelle as a genre from the
eighteenth to the twentieth century.

[284 THE MODERN GERMAN DRAMA]

Selected plays by Hauptmann, Wedekind,
Hofmannsthal, Toller, Kaiser, Sternheim,
Brecht, Durrenmatt, and Frisch.

351,352 SEMINAR

Horwege

Open to seniors majoring in German and
other qualified students by permission.
Given when desired by a sufficient number
of students.

361, 362 INDEPENDENT STUDY IN GERMAN (½ or 1)

Horwege

Special topics pursued by individual
students under supervision. Either term
may be elected independently.

Open with permission of the department
to advanced students.

ITALIAN

•1, 2 ELEMENTARY ITALIAN

Bradley-Cromey

A study of the essentials of grammar, the
development of a simple, practical vocabu-
lary, and readings based on present-day
Italian life. For beginners. Four class
periods and two laboratory periods.

•5, 6 INTERMEDIATE ITALIAN

Ascari

Formal study and practice in speaking,
reading, writing, and understanding Italian.

Regular laboratory attendance required.

Prerequisite: Italian 1, 2 or two or three
units at entrance

261, 262 SPECIAL STUDY IN ITALIAN

Bradley-Cromey

Special topics pursued under supervision.
Either term may be elected independently.

Prerequisite: Permission

351 SEMINAR

Bradley-Cromey

A survey of masterpieces of Italian
literature from the origins to the present,
with emphasis on reading skills and
literary analysis.

Prerequisite: Permission

361, 362 INDEPENDENT STUDY IN ITALIAN (½ or 1)

Bradley-Cromey

Special topics pursued by individual
students under supervision. Either term
may be elected independently.

Open, with permission, to qualified
students.

JAPANESE (TCC)

1-2 ELEMENTARY JAPANESE

Anthony (RMWC)

Conversation and grammar with laboratory
drill. Second semester includes phonetic
syllabary and vocabulary of about 100
written characters.

101-102 INTERMEDIATE JAPANESE

Anthony (RMWC)

Advanced conversation and grammar and
vocabulary of about 800 characters.

Prerequisite: Japanese 1-2.

RUSSIAN (TCC)

•1-2 ELEMENTARY RUSSIAN AND INTRODUCTION TO RUSSIAN CULTURE

Frank (RMWC)

This course lays the foundation for the
skills of speaking, reading, writing, and
comprehending. Work is based on conver-
sation, reading, listening to recorded
speech, and drill exercises. Language study

is supported by continuous reference to Russian civilization and customs. Slides, movies, exhibits, and guest speakers supplement the program. Course work concludes with readings of texts adapted from classical and Soviet literature.

**[37 CHEKHOV AND THE RUSSIAN DRAMA]
Frank (RMWC)**

A thorough analysis of *The Cherry Orchard*, *Three Sisters*, *Seagull*, *Uncle Vanya*, and *Ivanov*, preceded by the most important Russian plays of the nineteenth century, and followed by major plays from the Soviet period. Chekhov's contribution to modern Russian and Western drama. Identical with Theatre 37. Alternate years.

39 RUSSIAN CULTURE AND LITERATURE TO 1900

Frank (RMWC)

A survey of the major events in art, architecture, folklore, music, poetry, and prose, including native and imported artistic trends and the position of women in the nineteenth century. Emphasis on the writings of Pushkin, Turgenev, Tolstoy, Dostoevsky, and Chekhov. Alternate years.

**[42 CONTEMPORARY RUSSIAN LITERATURE]
Frank (RMWC)**

Reading selections offer insight into the conflicts attending the revolutionary, Stalinist, thaw, and detente periods of the Soviet era. The emancipation of women and changes in the Soviet family. A thorough analysis of *Doctor Zhivago*, *Master and Margarita*, and several works of Solzhenitsyn.

**101-102 INTERMEDIATE RUSSIAN
Frank (RMWC)**

The objective of the course is to attain proficiency in speaking, reading, writing and comprehending. The scope of knowledge acquired in Russian 1-2 is considerably broadened. Adapted readings from literature, history, and culture serve as basic text material. Readings are supplemented with other cultural materials.

Prerequisite: Russian 1-2 or the equivalent

**[128 SOVIET SOCIETY]
Frank (RMWC)**

An analysis of the Soviet Union through the study and discussion of such topics as

the structure of government; the role of the Communist Party; economic organization; social and cultural institutions; role of women; mass media; dissent; impact of Soviet policies on the lifestyle of Soviet citizens.

Prerequisite: Any Russian Studies course or permission

**201 READINGS IN RUSSIAN CIVILIZATION
Frank (RMWC)**

Selected readings of pre- and post-revolutionary cultural materials, current newspapers, and excerpts from contemporary journals.

Prerequisite: Russian 101-102 or equivalent. May be repeated for credit.

210 RUSSIAN LITERATURE IN THE NINETEENTH CENTURY

Frank (RMWC)

Selected short works or excerpts by Pushkin, Lermontov, Turgenev, Tolstoy, Dostoevsky, and Chekhov. Alternate years.

Prerequisite: Russian 101-102 or the equivalent

[207 RUSSIAN LITERATURE IN THE TWENTIETH CENTURY]

Frank (RMWC)

Selected short works or excerpts by Soviet writers from various stages of the Soviet period. Alternate years.

Prerequisite: Russian 101-102 or the equivalent

**[209 TOLSTOY AND DOSTOEVSKY]
Frank (RMWC)**

A thorough analysis of *War and Peace*, *Anna Karenina*, *Crime and Punishment*, *Brothers Karamazov*, and their philosophical significance for world literature.

Prerequisite: Junior standing or permission

**291, 292 SEMINAR
Frank (RMWC)**

Study of one topic, author, or trend to be announced each year.

Prerequisite: Three hours at the 200 level or permission of the department

SPANISH

•1, 2 ELEMENTARY SPANISH

The Department

For beginners. Four class periods and two laboratory periods.

•5, 6 INTERMEDIATE SPANISH

The Department

Formal study and practice in speaking, reading, writing, and understanding Spanish. Regular laboratory attendance is required.

Prerequisite: Spanish 1, 2 or two or three units at entrance

[•91 READINGS IN HISPANIC LITERATURE]

Emphasis on reading and oral expression for students who have covered the fundamentals of grammar and composition.

Prerequisite: Spanish 5, 6 or placement test at entrance

•100 INTRODUCTION TO LITERARY ANALYSIS

Ingber

An introduction to the techniques and approaches used by a reader in analyzing different literary genres (poetry, drama, fiction). Texts will be chosen from various periods of both Spanish and Latin American literature. Required for students majoring in Spanish. Not open to students who have taken Spanish 101.

Prerequisite: Spanish 6, with permission, or placement test at entrance

•123, 124 INTRODUCTION TO SPANISH LITERATURE

Ingber, Embeita

Survey course. Fall: From its origins to the end of the eighteenth century. Spring: The nineteenth and twentieth centuries.

Prerequisite: Spanish 6 or permission or placement test at entrance

•125 LATIN AMERICAN LITERATURE

A.M. Taylor

Selected readings of prose and poetry of outstanding writers of Latin America. Not open to students who have taken Spanish 102.

Prerequisite: Spanish 6 or permission or placement test at entrance

•133 SPANISH CONVERSATION AND COMPOSITION

Embeita

A course designed to improve the student's conversational and writing ability through the reading and discussion of literary and cultural texts, and related projects in expository writing. Not open to students who have taken Spanish 132.

Prerequisite: Spanish 5, 6 or the equivalent, or permission

•148 THE INDIVIDUAL AND SOCIETY IN LATIN AMERICA

A.M. Taylor

An examination of contemporary Latin American culture through a study of several contributing elements: art, literature, history, philosophy, etc. Given in English. Spanish majors may participate, preparing papers and writing examinations in Spanish.

[•150 SPANISH SOCIAL CULTURE]

A panoramic view of peninsular Hispanic culture through social, political, and artistic manifestations, with emphasis on its relation to our contemporary world and its problems. Alternate years.

[155 MASTERPIECES OF HISPANIC LITERATURE IN TRANSLATION]

A study of the most outstanding writers of Spanish and Latin American literature and their relationship to their societies. Not open to Spanish majors. Given in English.

• 174 ADVANCED SPANISH COMPOSITION AND CONVERSATION

Embeita

Development of language skills with an emphasis on applying grammatical principles to speaking and writing. Not open to students who have taken Spanish 173.

Prerequisite: Spanish 133 or permission

Prerequisite for all of the following courses: Spanish 100 (101), 123, or permission.

[200 MEDIEVAL SPANISH LITERATURE]

A close analysis of the *Poema del Cid* will lead to the understanding of the epic vision of world and man as well as of the basic

differences between oral and written poetic traditions. An equally close reading of *La Celestina* will reveal the world upside down, the disintegration of medieval values, and the crisis that led to the Renaissance. Alternate years.

[210 POETRY AND PROSE OF THE GOLDEN AGE]

A study of the trends and traditions of the Spanish Golden Age. Alternate years.

214 THE COMEDIA OF THE GOLDEN AGE Ingber

A study of the most significant plays of the Golden Age. Alternate years.

[216 CERVANTES: DON QUIJOTE]

A close reading of *Don Quijote* and its interrelation with the literature of the sixteenth and seventeenth centuries. Emphasis on the notions of narrative voice and autonomous character, which prefigure the world of contemporary fiction. Alternate years.

Not open to students who have taken Spanish 203, 204.

[245 LITERATURE OF NINETEENTH-CENTURY SPAIN]

Romanticism, Realism, Naturalism, and Modernism against the background of the European literary currents of the time. Alternate years.

249 THE GENERATION OF 1898 Embeita

Selected readings in Valle-Inclán, Unamuno, Baroja, Azorín, Machado, and Benavente. Consideration will be given to the intellectual temper of the age and the European ideological influences on the work of this generation. Alternate years. Not open to students who have taken Spanish 250.

[255 CONTEMPORARY SPANISH LITERATURE (PRE-CIVIL WAR)]

Major currents in the fiction, poetry, and theatre of the period. Alternate years.

[256 CONTEMPORARY SPANISH LITERATURE (POST-CIVIL WAR)]

Major currents in the fiction, poetry, and theatre of the period. Alternate years.

[278 LATIN-AMERICAN LITERATURE OF THE COLONIAL PERIOD, THE ENLIGHTENMENT, AND ROMANTICISM]

An analysis of the literary response of writers to the questions of identity (about themselves and their continent) at crucial periods in the history of Latin America: the Discovery and *crónicas*, the Colonial period and Baroque literature, Independence and the literature of the Enlightenment and Romanticism. Alternate years.

[280 REALISTS AND MODERNISTS IN LATIN-AMERICAN LITERATURE]

Realism as the literary vision of the native experience. Modernism as exemplified by Rubén Darío and his contemporaries. Emphasis will be given to the critical reading and analysis of selected works. Alternate years.

[286 MODERN HISPANIC DRAMA]

A study of major trends in twentieth-century theatre in Spain and Latin America. Alternate years.

[290 TWENTIETH CENTURY LATIN AMERICAN LITERATURE]

A study of the main literary trends and ideas in contemporary Spanish-American novels, short stories, and poetry. Special attention will be given to the creative process of the most representative authors. Alternate years.

351,[352] SENIOR SEMINAR The Department

A detailed examination of a single work, genre or author from a broad range of perspectives. The topic for 1983 will be Gabriel Garcia Marquez' *Cien años de soledad*. To be offered in conjunction with faculty and students from Randolph-Macon Woman's College and Lynchburg College. Open to junior majors with permission. Required of all senior majors.

Prerequisite: Permission of the instructors

361, 362 INDEPENDENT STUDY IN SPANISH The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open, with permission of the Department, to qualified students.

Department of Modern Languages

Courses Taught in English

[F150 MASTERPIECES OF FRENCH LITERATURE IN TRANSLATION]

The evolution of the modern French novel. Experiments in fiction by major French novelists based on close readings and class discussion. The readings will include works by Madame de Lafayette, Balzac, Flaubert, Zola, Proust, Gide, Sartre, and Camus. Taught in English, using texts translated into English. Majors may participate with permission of instructor, preparing papers and examinations in French.

Prerequisite: English 1, or one unit in any literature

S148 THE INDIVIDUAL AND SOCIETY IN LATIN AMERICA A.M. Taylor

An examination of the contemporary Latin American culture through a study of several contributing elements: art, literature, history, philosophy, etc. Given in English. Spanish majors may participate, preparing papers and writing examinations in Spanish.

[S155 MASTERPIECES OF HISPANIC LITERATURE IN TRANSLATION]

A study of the most outstanding writers of Spanish and Latin American literature and their relationship to their societies. Not open to Spanish majors. Given in English.

Music

ALLEN W. HUSZTI, Chairman
Associate Professor

JOHN R. SHANNON
Professor

CAROL F. RHODES
Instructor

A student who elects Music as her major must complete ten units in Music distributed as follows: four units of Music Theory (Music 57, 58, 157, 158); four units of Music History (Music 112, 113, 231 and 238); and two units of solo Applied Music. The student may elect the following areas of concentration: applied music, music history, or music theory.

In the last term of the senior year, students majoring in Music will complete a comprehensive exercise, the exact form of which will be determined by her specific area of concentration and will be decided upon in or before the fall of the senior year by the Department in consultation with the student.

THEORETICAL COURSES

•7X or 7Y RUDIMENTS OF MUSIC I: CLASS PIANO, SIMPLE THEORY, AND SIGHT-SINGING Rhodes

Introduction to the musical notation of pitch and rhythm and to scales and intervals through study in beginning piano technique and literature, in sight-singing, music writing, and simple improvisation. Either term may be elected independently.

[•8X] or 8Y RUDIMENTS OF MUSIC II: CLASS PIANO, SIMPLE THEORY, AND SIGHT-SINGING Rhodes

A continuation of Music 7.

[•11, 12 CLASS VOICE: FUNDAMENTALS OF VOCAL TECHNIQUES]

Practical training in singing with emphasis on basic skills of breathing, tone, and diction. Classes will include group and individual instruction. For students with little or no previous voice training. Either

term may be elected independently. Two hours class plus individual instruction, to be arranged.

Prerequisite: Basic knowledge of musical notation

•57, 58 ELEMENTARY THEORY AND EAR TRAINING **Shannon**

A study of the basic materials of tonal music: scales, intervals, rhythms, triads, seventh chords, diatonic functional harmonic and melodic practices and constructions, simple modulations, writing in the vocal idiom and in simple sectional forms.

Prerequisite: Basic knowledge of musical notation.

[157, 158 ADVANCED THEORY]

A study of late nineteenth and twentieth century harmonic practices and sixteenth and seventeenth century contrapuntal practices.

Prerequisite: Music 57, 58

COURSES IN HISTORY AND APPRECIATION

•25, 26 THE APPRECIATION OF MUSIC **Huszti**

A course designed to develop the student's appreciation of music as an art. The class is taught in a combination of lecture, music-listening, and student participation. The student will learn about basic elements of music, the various styles of music and their historical contexts.

This course is designed for students with no background in music. Either term may be elected independently.

[•112 MUSIC IN THE BAROQUE AND ROCOCO]

A study of music from 1600 to 1770. Alternate years.

Prerequisite: Music 25 or 26 or permission of the instructor

•113 THE VIENNESE CLASSIC SCHOOL AND EARLY ROMANTICISM **Shannon**

A study of music from 1770 to 1850. Alternate years.

Prerequisite: Music 25 or 26 or permission of the instructor

[231 MEDIEVAL AND RENAISSANCE MUSIC]

A study of music from the codification of Gregorian chant through the high Renaissance. Alternate years.

Prerequisite: Music 25 or 26 or permission of the instructor

238 LATER ROMANTIC AND CONTEMPORARY MUSIC **Shannon**

A study of music from 1850 to the present. Alternate years.

Prerequisite: Music 25 or 26 or permission of the instructor

261, 262 SPECIAL STUDY IN MUSIC (½ or 1) **The Department**

Special topics pursued under supervision. Either term may be elected independently.

Prerequisite: Permission

361, 362 INDEPENDENT STUDY IN MUSIC (½ or 1) **The Department**

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Open, with permission, to qualified students

SOLO APPLIED MUSIC

The Music Department offers applied music study for credit. An extra fee of \$330 per year is charged for applied music study. Admission into applied music study is determined by a brief audition. These auditions are scheduled before registration each academic term. Normally, for new students, these auditions are held during the orientation period and are arranged through the Dean's Office. For upperclassmen desiring applied music study, the Chairman of the Music Department should be consulted before the beginning of the term.

The Department offers credit in piano, organ, voice, and harpsichord on campus. The Department offers credit in strings and winds on campus, as well as in conjunction with neighboring institutions. Because of the demand on the available staffing, especially in strings and winds, it is helpful for the Department to know as far in advance as possible of the student's interest in studying those instruments.

Students taking applied music are expected to attend and participate in the Departmental recitals. A student may elect to take applied music in two areas simultaneously; such a student will receive one-half unit for each of the areas studied.

The following listing of representative repertoire is designed to serve as a guide for the student in selecting works to present for her audition. Upon request, an accompanist will be provided for applicants needing one.

Piano: Three works comparable to the following: 1) a selection from the early eighteenth century, for example, an invention, prelude, or fugue of J.S. Bach or a sonata of D. Scarlatti; 2) a selection from Haydn, Mozart, or Beethoven; 3) a piece of the student's choice.

Organ: Same as for piano (see above) or performance on the organ of material comparable to a chorale prelude or prelude and fugue of J.S. Bach.

Voice: Two works: 1) a selection by a composer of the seventeenth or eighteenth century or earlier; and 2) a song or aria by such composers as Schubert, Franz, Faure, Verdi, Rossini, or a selection by a contemporary composer.

Harpichord: Same as for either piano or organ. (See above.)

Strings: Two works from different historical periods (i.e., Baroque, Viennese Classical, Romantic, Contemporary, etc.)

Winds: Two works from different historical periods (i.e., Baroque, Viennese Classical, Romantic, Contemporary, etc.)

Either term of the following courses may be elected independently. Admission by placement audition. (See above.)

The following Applied Music courses may be repeated for credit.

•81,82 Piano (½,½)
Rhodes

•83,84 Organ (½,½)
Shannon

•85,86 Voice (½,½)
Husztli

•87,88 Harpichord (½,½)
Shannon

•91,92 Strings (½,½)

•93,94 Winds (½,½)

•[95],96 Fortepiano (½,½)
Husztli

203X or 203Y RECITAL (½)

The Department

Open to all juniors and seniors whose comprehensive exercise does not include a recital. This course may be elected one term of the junior year and/or senior year during which the student will present a recital. Applied music must be elected simultaneously with Music 203X or 203Y.

Open only by permission of instructor, with Departmental approval. May be repeated once for credit.

ENSEMBLE APPLIED MUSIC

105,106 ACCOMPANYING (½,½)

The Department

This course is designed to introduce the student to both instrumental and vocal accompaniment.

Prerequisite: Solo applied music and permission of the instructor

•145,146 THE CONCERT CHOIR (½,½)

Husztli

Four hours rehearsal and public performance. Admission by audition. Either term may be elected independently.

•147,148 COLLEGIUM MUSICUM (½,½)

Shannon, Husztli

Study and performance of instrumental and vocal ensemble music. Two hours rehearsal plus individual practice and public performances.

Admission by audition. Either term may be elected independently.

Philosophy

MARGARET HARTMAN, Chairwoman
Assistant Professor

THOMAS HARTMAN
Assistant Professor

A student who elects Philosophy as her major subject must complete at least nine units in philosophy, including Philosophy 15, 24, 225, 236, and 245. She will be expected to complete a comprehensive exercise during the spring of her senior year. The exact nature of this exercise will be determined each year by consultation between students and faculty.

•15X or 15Y INTRODUCTION TO PHILOSOPHY

T. Hartman

Focus on the deepening and broadening of our own world views through examinations of topics such as the existence and nature of truth, God, freedom, immortality, moral obligations, knowledge, beauty, and happiness.

•19 LOGIC

T. Hartman

An examination of techniques of critical and creative reasoning.

•24X or 24Y ETHICS

M. Hartman

A study of ethical theories, including discussion of problems in contemporary moral philosophy.

•118 SOCIAL PHILOSOPHY

T. Hartman

A study of justifications offered in behalf of various actual and possible political and legal institutions with particular attention to the relationship between the individual and society. Alternate years.

[136 PHILOSOPHY AND THE ARTS]

T. Hartman

An examination of the nature of art and of value judgments in painting, sculpture, music, dance, theatre, and literature. General philosophical reflections of some great artists. Alternate years.

[154 PHILOSOPHY AND THE SCIENCES]

T. Hartman

An examination of the nature of science and of epistemological (knowledge) judgments in the natural and social sciences. Philosophical reflections of some great scientists. Science versus pseudo-science with attention to some controversial theories such as creationism, parapsychology, and sociobiology. Alternate years.

225 HISTORY OF PHILOSOPHY I

M. Hartman

An examination of the ancient roots of contemporary thought with special emphasis on Plato and Aristotle. Alternate years.

Prerequisite: one course in philosophy or classics or permission

236 HISTORY OF PHILOSOPHY II

M. Hartman

A history of selected philosophers of the seventeenth, eighteenth, and nineteenth centuries. Alternate years.

Prerequisite: one course in philosophy or European Civilization or permission

[245 CONTEMPORARY PHILOSOPHY]

M. Hartman

A study of three philosophical traditions important in the twentieth century: pragmatism, existentialism, and linguistic analysis. Alternate years.

Prerequisite: one course in philosophy or permission

261 or 262 SPECIAL STUDY (½ or 1)

The Department

Special topics, such as philosophy of history or American philosophy, or an in-depth study of an individual philosopher: pursued by students individually or in small groups, under supervision.

Prerequisite: permission

351 or 352 SEMINAR

The Department

Special topics at an advanced level pursued independently or in small groups.

Prerequisite: Philosophy 225, 236, and 245; or permission

Physical Education

PAUL D. CRONIN, Chairman
Professor

Director of Riding

JUNE M. BOOTH¹
Associate Professor

EIJA CELLI*
Associate Professor

JENNIFER L. CRISPEN
Associate Professor

BONNIE JACKSON KESTNER
Assistant Professor

Director of Aquatics

MICHAEL E. STEARNS*
Assistant Professor

CHRISTINE D. ZAMPACH
Assistant Professor

BRENNAN F. CRUMP
Visiting Assistant Professor

JILL RANGLES
Instructor

The Department of Physical Education offers a wide variety of activities for students at all levels of athletic skill. In addition to fielding eight varsity intercollegiate teams, the department offers instructional courses in dance, team and individual sports, and in recreational activities. In conjunction with the Theatre Arts Department, students may elect courses in dance theory and composition.

The equivalent of four quarter courses, one of which must be a fitness course, are required of all freshmen and other entering students who do not present credit for equivalent work from another college. Courses which fulfill the one quarter of physical fitness required are designated by a ✓. Completion of the requirement is recommended for the freshman year but may be extended into the sophomore year if circumstances warrant. Grades are recorded on the transcript as Satisfactory/Unsatisfactory.

Up to one unit of physical education may be taken for credit after the basic require-

ment of two terms (or four quarters is completed; credit is to be given at the rate of ¼ unit per quarter or ½ unit per term. Satisfactory/Unsatisfactory.

Students who intend to complete the requirements for the liberal arts degree at Sweet Briar and then pursue graduate work in physical education should contact the Department in the freshman year for guidance in planning their programs.

If vigorous participation is inadvisable due to a physical or medical condition of the student, the required program will be modified according to the recommendation of the College Physician.

ACTIVITY COURSES

Instruction is provided from the beginning level through the varsity level to accommodate students of varying abilities and experience. These courses are offered to fulfill the requirement and for students who elect to continue a physical education activity. *Courses are offered on a rotating basis and descriptions of current courses are available from the Physical Education Department.*

AQUATICS

- PE 001 Beginning Swimming
- PE 002 Beginning Diving
- PE 003 Synchronized Swimming
- ✓ PE 004 Swim for Fitness
- PE 007 Adaptive Aquatics with Handicapped Children
- PE 101 Swimming II
- ✓ PE 104 Swimastics and Watergames
- PE 201 Junior Varsity Swimming
- PE 301 Varsity Swimming Team
- PE 302 Varsity Diving Team
- PE 305 Advanced Lifesaving
- PE 306 Water Safety Instructors Course
- PE 319 Pre-season Swimming Conditioning
- PE 319 Pre-season Diving Conditioning

¹On leave 1983-84

*Joint appointment with Theatre Arts

CONDITIONING AND FITNESS

- ✓ PE 017 Aerobic Weight Training
- ✓ PE 019 Fitness
- ✓ PE 025 Fitness for Riders
- ✓ PE 022 Running
- ✓ PE 023 Weight Training
- ✓ PE 319 Pre-Season Lacrosse Conditioning
- ✓ PE 319 Pre-Season Tennis Conditioning
- ✓ PE 319 Pre-Season Basketball Conditioning
- ✓ PE 319 Pre-Season Golf Conditioning

DANCE

- PE 008 Ballet I
- PE 108 Ballet II
- PE 009 Folk Dance
- PE 010 Jazz
- ✓ PE 011 Beginning Dance
- PE 211 Intermediate Dance
- PE 311 Advanced Dance

OUTING ACTIVITIES

- PE 027 Camping and Outing
- PE 028 Beginning Canoeing

RIDING PROGRAM

- PE 061 062 Study in Physical Education— Riding
- PE 063 064 Position
- PE 065 066 Position and Control with Hacking
- PE 067 068 Cross Country Hacking
- PE 069q Basic Horse Care
(quarter course)
- PE 071/[072] Position and Control I
- PE [075] [076] Position and Control with Introduction to Jumping
- PE [081 082] Position and Control II
- PE 083q Short Survey of Principles and Methods of Farm and Stable Management
(quarter course)
- PE [084q] Principles and Method of Judging Hunters and Selecting Thoroughbreds
(quarter course)
- PE 085 086 Jumping Fundamentals
- PE [165] Introduction to Riding to Hounds
- PE 181 182 Introduction to Showing

- Hunters
- PE [185 186] Introduction to Combined Training
- PE 191 192 Introduction to Schooling Horses
- PE 261/262 Special Studies
- PE 265 Cross Country Riding and Jumping
- PE [271] 272 Technique and Performance
- PE [282] Riding Courses
- PE [291/292] Schooling Young and Problem Horses
- PE 361/362 Independent Study
- PE 363/364 Riding Competition: Intercollegiate Horse Shows
- PE [368] Riding Competition: Hunt Meet Pair Racing
- PE [373 374] Riding Competition: Open "Local" Horse Shows
- PE [381]/382 Riding Competition: Open AHSA/VHSA "Rated" Horse Shows
- PE [385] Riding Competition: Horse Trials

TEAM AND INDIVIDUAL SPORTS

- PE 336 Varsity Basketball Team
- PE 038 Fencing
- PE 033 Flag Football
- PE 039 Beginning Golf
- PE 139 Intermediate Golf
- PE 339 Club Golf
- PE 041 Hockey
- PE 341 Varsity Hockey Team
- PE 042 Lacrosse
- PE 242 Junior Varsity Lacrosse
- PE 342 Varsity Lacrosse Team
- PE 047 Beginning Racquet Sports
- PE 147 Intermediate Racquet Sports
- PE 035 Beginning Badminton
- PE 135 Intermediate Badminton
- PE 043 Platform Tennis
- PE 050 Soccer
- PE 350 Varsity Soccer Team
- PE 046 Beginning Tennis
- PE 146 Intermediate Tennis
- PE 246 Advanced Tennis
- PE 346 Varsity Tennis Team
- PE 048 Volleyball
- PE 348 Varsity Volleyball Team
- PE 049 Yoga

INDEPENDENT STUDY

Independent Study: A student may propose a project for a term, to be supervised by a member of the Department with the approval of the chairman.

PE 026 Independent Study

ELECTIVE COURSES

One Unit Credit

[5 PHYSICAL ACTIVITY FOR THE ELEMENTARY SCHOOL CHILD] Celli, Stearns

Introduction to basic movement education through motion elements in play activities and dance. Included will be perceptual motor learning, correlation with other subject areas, and classroom activities.

Prerequisite: One term dance technique

The above course is in accordance with the Virginia State Department requirement for teacher certification.

RIDING COURSES

[137 HORSE SCIENCE] Simpson, Cronin

A study of the horse's functional anatomy, reproduction, and common ailments. Special emphasis will be placed on the skeletal, muscular, and digestive systems; breeding programs; stable management; conformation and movement; and equine veterinary practice. The course will consist of three hours lecture and discussion and weekly laboratory, including field trips.

Prerequisite: Intermediate riding level and permission

392 THEORY AND PRACTICE OF SCHOOLING HORSES Cronin

A survey of the development of major riding and schooling theories in western civilization from the Renaissance to the present and an actual schooling experience. Three hours lecture and discussion, three hours mounted instruction, and at least four hours independent

mounted work with a schooling project, weekly.

Prerequisite: High intermediate riding level and permission

394S CONTEMPORARY RIDING AND SCHOOLING Randles

The course emphasizes the student's development in dressage sportif, jumping, and cross-country riding with an introduction to schooling horses and to horse science. Four hours mounted work, one hour lecture daily for five days, individual project on the sixth day.

Prerequisite: Intermediate riding level and permission

396S CONTEMPORARY RIDING AND TEACHING Randles

The study and practice of riding and teaching within a modern system of riding. Mounted instruction, lectures, and practice teaching.

Prerequisite: High intermediate level and permission

RIDING

The Riding Program offers a strong instructional program and riding competitions in open horse shows, horse trials, intercollegiate competitions, hunter trials, and hunt-meet pair racing. Other activities include foxhunting with the Farmington Hounds and cross-country hacking for students enrolled in the instructional program.

DANCE MAJOR

See Theatre Arts, p. 87.

Members of the Dance Theatre present dance demonstrations and a major concert which is choreographed primarily by students.

INTERCOLLEGIATE SPORTS

The Department of Physical Education sponsors intercollegiate teams in basketball, hockey, lacrosse, riding, soccer, swimming and diving, tennis, and

volleyball. The College is a member of the National Collegiate Athletic Association, the Virginia Association of Intercollegiate Athletics for Women, the Middle Atlantic Lawn Tennis Association, the United States Tennis Association, the Virginia and the United States Women's Lacrosse Associations, the Tidewater, Southeast, and United States Field Hockey Associations, and the Intercollegiate Horse Show Association.

The College supports qualified individuals and teams in state, regional, and national competition.

RECREATION

In addition to courses of instruction, members of the Department of Physical Education and the Recreation Association (RECA) sponsor numerous extracurricular, educational, and recreational events. Intramural competitions are scheduled in volleyball, basketball, and other sports activities.

SWEET BRIAR OUTDOOR PROGRAM

The Sweet Briar Outdoor Program (SWEBOP) is coordinated through the Office of Student Affairs and the Department of Physical Education and offers a wide variety of outdoor activities including: hiking, rock climbing, whitewater canoeing, rafting, kayaking, skiing, hang-gliding, biking, caving, and horsepacking. These programs are offered to students of all skill levels.

Physics

GEORGE H. LENZ¹, Chairman
Professor

CARLOS I. CALLE
Instructor

A student who elects Physics as her major normally must complete six units at the 200 level or above in physics. With permission, one unit of the major requirement may be satisfied by an approved course in chemistry or mathematical sciences. The

major is based on the 100 level sequence of courses. Physics 221 is required for the major. The comprehensive requirement may be fulfilled by an examination or by the completion of a suitable research project. The format and timing of the comprehensive requirement is determined in consultation with the senior majors in the fall of the senior year.

The attention of students interested in Physics is directed to the interdepartmental major in Mathematical Physics and to the major in Pre-Engineering Studies.

•5 PHYSICS FOR LIBERAL ARTS I Calle

An introduction to the basic laws of physics, designed to give an understanding of the fundamental physical principles underlying natural phenomena and their technological applications. Newton's Laws, momentum, and energy. Three hours lecture and one three-hour laboratory.

•6 PHYSICS FOR LIBERAL ARTS II Calle

Electricity and magnetism and the distinctive aspects of twentieth-century physics, including special relativity and quantum mechanics. Three hours lecture.
Prerequisite: Physics 5

[•8 ENERGY] Lenz

A study of the principal sources of energy on the earth and the mechanisms for its transfer between different systems. Other topics include conservation of energy, entropy, and the implications of thermodynamics for these processes. The characteristics of fossil, fission, fusion, and solar energy resources are discussed. Three hours lecture. Alternate years.

[•10 METEOROLOGY] Lenz

A study of atmospheric phenomena, including the properties of gases and water and the effects of the earth's rotation on the general circulation of air. Elements of weather and climate, weather systems, air masses, fronts and their movements in changing weather patterns. Elements of forecasting. Three hours lecture. Alternate years.

¹On leave winter and spring terms

[•12 THE EARTH]

A study of the changing earth including elements of physical geology and such topics as continental drift, earthquakes, volcanism, hydrology, and plate tectonics. Three hours lecture. One three-hour laboratory or field study.

•13 ELEMENTS OF ASTRONOMY Calle

An introduction to the study of the universe, including basic elements of astronomy and topics of current interest: the solar system, search for extraterrestrial life, black holes, and cosmology. Three hours lecture and evening observation sessions.

•103 MECHANICS Lenz

A study of Newton's Laws, the conservation laws of classical mechanics and their application to physical systems. Three hours lecture, one hour discussion.

Pre or corequisite: Calculus

•104 ELECTRICITY AND MAGNETISM Calle

A study of electromagnetic phenomena. The interaction of electromagnetic fields with matter and the propagation of electromagnetic waves. Three hours lecture, one hour discussion.

Prerequisite: Physics 103 or permission

105 VIBRATIONS AND HEAT Calle

An introductory study of fluid mechanics, characteristics of waves in elastic media, and basic thermal phenomena. Thermodynamics and thermometry. Three hours lecture, one hour discussion.

Prerequisite: Physics 103 or permission

106 TWENTIETH CENTURY PHYSICS Calle

The small, the fast, and the beautiful. An introduction to the special theory of relativity and quantum phenomena. The Bohr atom, Pauli Principle, and atomic structure. Three hours lecture, one hour discussion.

Prerequisite: Physics 104

•121, 122 INTERMEDIATE PHYSICS LABORATORY (½, ½)

Lenz, Calle

Experiments in mechanics, electricity and magnetism, and thermodynamics. Computer simulations and modeling of physical systems. Analysis and treatment of uncertainty and error. One three-hour laboratory. Either term may be elected independently.

Pre or corequisite: Physics 6 or any 100 level course in Physics

221, 222 ADVANCED PHYSICS LABORATORY

Lenz

Introduction to scientific instrumentation and advanced experiments in atomic, nuclear, and solid state physics. Two three-hour laboratory periods. Either term may be elected independently. Alternate years.

Prerequisite: Physics 104

[225 MODERN PHYSICS I]

Quantum mechanics, solutions of Schrodinger's Equation, operator formalism, angular momentum, and perturbation theory. Three hours lecture. Alternate years.

Prerequisite: Physics 106, Mathematical Sciences 116 or permission

[226 MODERN PHYSICS II]

A study of selected topics in relativity, nuclear, solid state or particle physics. Three hours lecture. Alternate years.

Prerequisite: Physics 225

227 HEAT AND THERMODYNAMICS Lenz

The laws of thermodynamics. Entropy and the behavior of real and ideal gases. Kinetic theory and statistical distribution functions. Three hours lecture. Alternate years.

Prerequisite: Physics 105 or permission

261, 262 SPECIAL STUDY (½ or 1) The Department

Special topics in physics pursued under supervision. Either term may be elected independently.

Prerequisite: Permission

[301 INTRODUCTION TO THEORETICAL PHYSICS I]

Classical mechanics, Lagrangian and Hamiltonian functions, Central force problems. Three hours lecture. Alternate years.

Prerequisite: Physics 103, 104

[302 INTRODUCTION TO THEORETICAL PHYSICS II]

Electromagnetic theory, Maxwell's Equations, electromagnetic waves, and material media. Three hours lecture. Alternate years.

Prerequisite: Physics 301

361, 362 INDEPENDENT STUDY IN PHYSICS The Department

Topics or research projects in physics pursued independently.

Prerequisite: Permission

MATHEMATICAL PHYSICS

See page 61.

POLITICAL ECONOMY

See page 86.

Psychology

ROBERTA R. SADLER, Chairman
Assistant Professor

DAVID A. JOHNSON¹
Professor

SUSAN E. BEERS
Assistant Professor

A student who elects Psychology as her major subject must complete eight and one-half units of advanced psychology courses, including Psychology 119, 210, and 306. She also must satisfy the comprehensive requirement.

•3,4 GENERAL PSYCHOLOGY The Department

An introduction to the principles and methods of psychology.

Psychology 3 is a prerequisite for Psychology 4. Students are reminded that

Psychology 3, 4 provide a general background to all other psychology courses except Psychology 119.

104 CHILD PSYCHOLOGY

Beers

A study of the child from conception through adolescence, with emphasis upon experimental analyses of the development of behavior.

Prerequisite: Psychology 3, 4

119 INTRODUCTORY STATISTICS

Johnson

An elementary approach to statistical methods with practice in their application, including an introduction to use of the computer in statistics. Among topics treated are methods of condensing and presenting numerical data, computation of averages and measures of dispersion, the normal curve, correlation, and simple inferential techniques. Three hours lecture and two hours laboratory.

121 SOCIAL PSYCHOLOGY

Beers

A study of the psychological aspects of various social problems, including aggression, the effect of language on thinking, communication breakdown, advertising and propaganda, the race problem, varieties of child rearing and their effects on personality.

Prerequisite: Psychology 3, 4

210 EXPERIMENTAL PSYCHOLOGY (1½)

A study of experimental methodology, design, and data analysis in selected areas. Three hours lecture and discussion and three hours laboratory.

Prerequisite: Psychology 3, 4 and 119 or permission

212 MOTIVATION

Sadler

A study of the origins and development of motives and of their effects on behavior. Emphasis is given to the development of psychological theories and methods for the investigation of motives. Alternate years.

Prerequisite: Psychology 3, 4

¹On leave winter and spring terms

[215 ANIMAL BEHAVIOR]

Johnson

An introduction to the problems and methodology of modern studies of animal behavior. Behavior will be examined from the perspectives of evolution, sensory mechanisms, motivation, learning, social functions, and ecology. Three hours lecture or discussion and three hours laboratory. Alternate years.

Prerequisite: Psychology 3, 4 or Biology 3

[218 PERSONALITY]

Johnson

A survey and comparative analysis of the contemporary theories of personality. Alternate years.

Prerequisite: Psychology 3, 4

231 LEARNING

Johnson

Exposition and analysis of the current theories of learning, with particular emphasis given to respondent, operant, and verbal learning. Three hours lecture or discussion and three hours laboratory. Alternate years.

Prerequisite: Psychology 3, 4

251 PHYSIOLOGICAL PSYCHOLOGY

Sadler

A study of the physiological mechanisms underlying behavior including neural and chemical substrates of behavior and the organization of the nervous system.

Prerequisite: Psychology 3, 4

303 ABNORMAL PSYCHOLOGY

Sadler

An experimental-clinical approach to behavior disorders including an overview and critical appraisal of current theories regarding the etiology and treatment of behavior disorders.

Prerequisite: Two psychology courses beyond 3, 4 or permission

306 HISTORY AND THEORIES OF PSYCHOLOGY

Beers

Open to seniors majoring in Psychology and to other qualified students by permission.

[315 PRINCIPLES OF TESTING]

An introduction to the principles of the construction and administration of

psychological tests and the interpretation of test results. Alternate years.

Prerequisite: Psychology 3, 4 and a major in Psychology or permission

361, 362 INDEPENDENT STUDY IN PSYCHOLOGY (½ or 1)

The Department

Special experimental problems undertaken by individual students under supervision. Either term may be elected independently.

Pre or corequisite: Psychology 119, 210 and permission

Religion

GREGORY T. ARMSTRONG,
Chairman

Professor

MYRON B. BLOY, JR.*

Associate Professor

NEIL F. MCMULLIN¹

Associate Professor

A student who elects Religion as her major subject must complete at least nine units in the Department, including Religion 5 and 6. Attention is called to the program in European Civilization in which the Department cooperates. The form of the senior comprehensive examination requirement will be determined in consultation with students not later than the fall of the senior year.

•5X or 5Y OLD TESTAMENT

Armstrong

A general survey of the religious life and thought in the history of Israel. Excluded from Pass/Fail.

Open to all classes.

•6X or 6Y NEW TESTAMENT

The religious message of the New Testament writings studied in the light of their historical background and literary character. Excluded from Pass/Fail.

Open to all classes.

¹On leave 1983-84

*Part-time: Chaplain

•12 CLASSICS OF CHRISTIAN THOUGHT

Armstrong

Selected readings from major figures in the Christian tradition, including Augustine, Boethius, Dante, Luther, Calvin, and Kierkegaard.

[•30X JESUS]

Armstrong

The mission, message, and significance of Jesus in the New Testament, in the Christian tradition, and in contemporary culture. A study of Christology and of Jesus movements, old and new. Alternate years.

•77 INTRODUCTION TO RELIGION

Bloy

An exploration of the character and meaning of religious experience in personal and social terms. Readings in anthropology, sociology, history, psychology, and theology, as well as in personal testimony from such people as Black Elk, Dietrich Bonhoeffer, Dorothy Day, Martin Luther King, Thomas Merton, and Elie Wiesel. The class will participate in and discuss several religious events.

101 CHRISTIAN ETHICS

Armstrong

The biblical and theological basis for Christian decision-making, and the discussion and analysis of such contemporary moral issues as war and peace, hunger, the environment, science, technology and medicine, the political and economic order, human life and death, human sexuality, civil rights, and business ethics.

102 TWENTIETH CENTURY CHRISTIAN THEOLOGY

Armstrong, Bloy

The development of Christian thought from the liberal movement and fundamentalism through neo-orthodoxy and biblical theology to religious existentialism, the contemporary new theologians, and liberation theologies. Based on a study of representative thinkers and their writings. *Prerequisite:* one course in Religion

120 RELIGIOUS ISSUES IN CONTEMPORARY LITERATURE

Bloy

A study of the crisis in Christian humanism in the twentieth century as

reflected in Western literature, especially in the work of such writers as Silone, Bernanos, Camus, T.S. Eliot, Faulkner, R.P. Warren, Flannery O'Connor, and Walker Percy. Alternate years.

[142 SEMINAR IN ROMAN CATHOLICISM]

Armstrong

A study of Catholic history, thought, church organization, worship, and religious life. Alternate years.

175 PHILOSOPHY OF RELIGION

The existence of God, forms of religious truth and authority, the problem of evil, religious language, religion and science. Alternate years.

[203 THE HEBREW PROPHETS]

The significance of the Hebrew prophetic movement, with emphasis on the great prophets before and during the Exile. Alternate years.

Pre or corequisite: Religion 5

[212 PAUL OF TARSUS]

Study of the life, letters, and influence of the great apostle. Alternate years.

Pre or corequisite: Religion 6 or 30

219, 220 RELIGIONS OF ASIA

The religions of India, Pakistan, China, Japan, Korea, and Indonesia. Fall term: Hinduism, Jainism, Buddhism, Taoism, Zoroastrianism. Spring term: Confucianism, Islam, Sikhism, Shinto, the new religions of Japan. Either term may be elected independently. Satisfies the non-Western studies requirement.

[224 RELIGIOUS GROUPS IN THE UNITED STATES]

Armstrong

The background of the main religious bodies and their development and influence in America; detailed study of Judaism, Roman Catholicism, and Protestantism in the United States today.

Open to sophomores with permission.

261, 262 SPECIAL STUDY The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission

[352 SENIOR SEMINAR IN RELIGION] The Department

Fundamental problems of religion and theology, such as religious authority, understandings of man and history, Christology, and biblical criticism and theology, pursued individually and presented to the group for discussion.

Prerequisite: Senior standing, four units in the Department, and permission

Division of Social Science

**MILAN E. HAPALA, Chairman
Professor**

The Division of Social Science includes the Departments of Economics, Government, History, and Anthropology and Sociology. It offers majors in Anthropology, Economics, Government, History, Sociology, and a combined major in Anthropology and Sociology. Refer to the appropriate departmental listings for details of these majors. The Division also offers majors in International Affairs and in Political Economy.

INTERNATIONAL AFFAIRS

**GRIMM
Adviser**

A student who elects the major in International Affairs will plan, with the adviser, a program of study which may comprise a selected area or areas or a special topic of international significance. She must complete 12 units in courses contributing to an understanding of her field, including: International Law or United Nations and World Government; Introduction to International Politics; two units in economics; and two units in either Comparative Political Systems or Modern European History

chosen in consultation with the International Affairs adviser. Whenever practicable, the student is strongly advised to study the language and literature most closely related to her subject of investigation. A seminar will be offered when requested by a sufficient number of major students in International Affairs. The senior comprehensive requirement may be in the form of a written or oral examination to be determined by the adviser in consultation with the students in the fall of the senior year.

POLITICAL ECONOMY

**HAPALA
Adviser**

This major is focused upon the relationship between economics and government, and includes a study of the historical background of problems in political economy. A student who elects Political Economy must complete twelve units in her major field. Eight units must be taken in economics and government and must include Principles of Economics and Government of the United States. The senior comprehensive requirement may be in the form of a written or oral examination or a comparable project, to be determined by the adviser in consultation with the students in the fall of the senior year.

SOCIAL SCIENCE

135, 136 ASIAN CIVILIZATIONS

Fall term: Hapala

Spring term: Rowland

Fall term: The civilizations of India, Bangladesh, and Pakistan. Spring term: China and Japan. Significant periods in their social and political history; their religious, philosophical, and artistic traditions; and their interaction with Western culture. Either term may be elected independently. Specially-qualified freshmen are admitted by permission.

[352 SENIOR SEMINAR IN POLITICAL ECONOMY]

Subjects and projects are determined by the interests and needs of members of the

group. Opportunity is given for independent work under supervision.

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

354 SENIOR SEMINAR IN INTERNATIONAL AFFAIRS **Grimm**

Supervised independent study, with emphasis on the correlation of different approaches to international affairs.

Open by permission to seniors majoring in International Affairs and to other qualified students.

361, 362 INDEPENDENT STUDY (½ or 1) **Members of the Division**

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Permission of the International Affairs or Political Economy adviser

SOCIOLOGY

See page 29.

Theatre Arts

RONALD A. DAVIES, Chairman
Assistant Professor

EIJA CELLI*
Associate Professor

HERBERT RAND
Assistant Professor and
Technical Director

MICHAEL STEARNS*
Assistant Professor

The Department offers majors in Theatre Arts and in Dance.

The major in **Theatre Arts** is based on Theatre Arts 21 and 22. The student must also complete Theatre Arts 101, 123 or 124, 283, 284, 289, 290, 301, and 302. The work of the major must also include the following courses in the Department of English: either 225 or 226, either 279 or 280, and at least one additional unit

selected from among 223, 225, 226, 279, 280, or approved Winter Term courses. The student must complete a directing or design project and, in her senior year, a three-hour comprehensive examination.

A student who elects **Dance** as her major must complete Theatre Arts 101, 121, 122, 123, 124, 201, 202, 283, and 284. The work of the major also must include Music 7 and 8 or their equivalent and one additional course in the fine or performing arts. In her senior year the student majoring in Dance must present a dance recital and take a three-hour comprehensive examination.

THEATRE

[•2 PUBLIC SPEAKING] **The Department**

An introduction to informative, argumentative, and persuasive modes of address: traditional rhetorical principles of organization, audience analysis, and effective delivery will be applied in class.

•21, 22 HISTORY OF THE THEATRE **Davies**

A history of physical theatre from antiquity to the present. Fall term: The Greeks to 1640. Spring term: 1640 to the present. Either term may be elected independently.

101 TECHNICAL THEATRE I **Rand**

Introduction to the technical theatre: lighting, sound, set construction, scene painting, and backstage management. A thorough training in scene shop functions and technical support, emphasizing practical skills. Three hours of lecture and discussion and three hours of laboratory per week.

102 TECHNICAL THEATRE II **Rand**

Advanced technical theatre. Drafting techniques, plus individual research and practical studies in either lighting, sound, makeup, costuming, or set design.

Prerequisite: Theatre Arts 101

*Joint appointment with Physical Education

161, 162 SPECIAL STUDIES **The Department**

Topics in dramatic literature, history of the theatre, or stage production pursued by individual students under supervision. Either term may be elected independently.

Open, with permission of the Department, to specially qualified sophomores and second-term freshmen.

283, 284 DRAMATIC LITERATURE AND THEORY **Davies**

A study of selected plays and critical writings from antiquity to the present. Fall term: Classical and neo-classical drama, with emphasis on the relationships between the two. Spring term: Drama from the eighteenth to the twentieth centuries, with emphasis on romanticism. Either term may be elected independently. Alternate years.

Prerequisite: Theatre Arts 21, 22 or permission

[289 ACTING] **Davies**

Theatrical presentation as a critical approach to dramatic literature. Reading, discussion, and performance to develop the student's powers of expression. Alternate years.

Prerequisite: Theatre Arts 21, 22.
Sophomores admitted by permission.

[290 DIRECTING] **Davies**

Studies in approaches to directing, past and present, with practical application to one-act plays directed by the students. Alternate years.

Prerequisite: Theatre Arts 289 and permission

301, 302 PRODUCTION AND PERFORMANCE (½, ½) **Davies and Visiting Artists**

Ensemble participation in technical production and play performance: acting, stage design, and construction stage management, make-up, publicity, and backstage crew work. Either term may be elected independently.

Prerequisite: Theatre Arts 101 or 289

361, 362 INDEPENDENT STUDY **IN THEATRE ARTS** **The Department**

Special topics in dramatic literature, history of the theatre, stage production, or dance theatre pursued by individual students under supervision. Either term may be elected independently.

Open with permission to juniors and seniors.

DANCE

•121, 122 DANCE HISTORY **Celli**

Introduction to the dance as a performing art and cultural phenomenon from an historical perspective. Either term may be elected independently. Alternate years.

•123, 124 INTRODUCTION TO DANCE COMPOSITION **Celli**

Basic elements of dance composition; analyses of rhythmic movement in terms of space, time, and force. Emphasis on theme and development and on enlarging personal movement vocabulary. Four hours of studio and a dance technique class to be taken concurrently.

201, 202 INTERMEDIATE DANCE COMPOSITION **Stearns**

Lectures and studio work in principles of movement as related to performing techniques. Experimentation with different contemporary points of view. Solo and small group compositions. Three hours studio and a dance technique class to be taken concurrently; related reading materials, rehearsals.

Prerequisite: Theatre Arts 123, 124

261, 262 SPECIAL STUDY IN DANCE **Dance Faculty**

Study projects in group choreography, dance production and in dance-related areas such as anatomy, kinesiology, methods of teaching, history and music.

Prerequisite: Theatre Arts 201, 202

365, 366 DANCE REPERTORY
Dance Faculty

Dance works by faculty, students, and visiting artists as a learning experience for the dance student in terms of different styles and trends in choreography.

Prerequisite: Advanced students by audition only.

For Dance Technique classes, see Physical Education, page 79.

**[Physical Education 5 PHYSICAL ACTIVITY
FOR THE ELEMENTARY SCHOOL CHILD]
Celli, Stearns**

See page 80.





Academic Regulations

ADVANCED PLACEMENT AND EXEMPTION

Exemption from one or more of the degree requirements and/or admission to advanced courses may be granted on the basis of the Advanced Placement Tests of the College Entrance Examination Board or, in some cases, placement tests taken at Sweet Briar. Requests for information about the Advanced Placement Tests should be made to the College Entrance Examination Board or the student's high school counselor.

Since the College wishes to enable every student to advance at a rate commensurate with her ability and previous preparation, any student who has not participated in the Advanced Placement Program but believes that she is capable of doing the work of an advance course or should be exempted from a degree requirement may so indicate to the Dean. Placement tests and conferences with department chairmen will be arranged to meet the needs of such students.

A student who receives a score of 4 or 5 on an Advanced Placement Test will be granted two units of credit for a year's course and one unit for a semester's course as well as exemption from both the department's introductory course, if there is one, and any appropriate distributional area requirement. Neither credit nor exemption will be granted for a score of 3 or below.

Placement tests in a few subjects will be given at Sweet Briar during the opening week of the college year and a student who demonstrates unusual ability in a test taken at Sweet Briar may be given credit as well as exemption at the discretion of the department concerned. Only those freshmen who receive 600 or better in the English Achievement test will be permitted to take a test in composition at Sweet Briar on the basis of which they may be exempted from English 1. A student who is so exempted is eligible to take a 100-level course in English.

Students who request advanced placement in studio art must submit a portfolio for review by the studio instructors.

If a student considers herself sufficiently experienced in one of the activities offered in physical education to meet the aims stated for the degree requirement, she may apply in writing to the department chairperson for exemption from the requirement.

Language Placement Tests

All students who wish to continue any modern foreign language offered for entrance must take placement tests to determine which courses they may take. Either the Achievement Tests of the College Entrance Examination Board taken in high school or the equivalent given at Sweet Briar may be used as the basis for placement.

Not more than two first-year modern languages may be credited toward the degree.

Students who elect Latin and offer three units at entrance will take a placement test to determine which course they should take.

CLASS ATTENDANCE

The College maintains that regular class attendance is essential to its educational plan. It is the responsibility of the student to attend class and to keep up her work.

GRADES AND QUALITY POINTS

Grades are assigned as follows: A, excellent; B, good; C, satisfactory; D, poor but passing; F, failure. Quality points are to be counted as follows: A, 4; B, 3; C, 2; D, 1; F, 0. For every unit of minus, 0.3 quality point is subtracted; for every unit of plus, 0.3 quality point is added. The plus symbol may be used with grades of B, C, and D only; the minus symbol may be used with A, B, C, and D.

The credit ratio is the ratio of the total number of quality points to the total number of units taken, a credit ratio of 2.000 being equivalent to a C average.

Incomplete indicates that a substantial piece of required work in a course has not been completed because of exceptional circumstances which merit an extension of time.

A student transferring from another college or offering summer school work for credit is required to have for graduation a credit ratio of 2.000 for the work pursued at Sweet Briar College.



ELIGIBILITY

A student whose work is markedly below the average of C at the end of any academic term may be declared ineligible to return to the College or may be advised to withdraw.

EXAMINATION

Examinations are given in all courses at the end of each term, unless the instructor concerned decides upon some other means of testing. Students schedule their examinations themselves within the period provided in the official calendar for the term.

All tests and examinations are given under the Honor System. Any violation of its requirements constitutes a serious offense.

PASS/NO CREDIT

A student with a cumulative credit ratio of at least 2.000 may, with the approval of her adviser, take one course each term on a *Pass/No Credit* basis. A student in her first term at Sweet Briar is not eligible for this option.

REGISTRATION

Students, both new and returning, must complete their registration for courses on the dates specified in the official calendar each year. Failure to register at the specified time will entail a late registration fee. All students are expected to attend the Opening Convocation on the date designated in the calendar.

Boarding students must report their arrival at the College in September to the Office of the Dean of Student Affairs on a form provided by the office.

MISCELLANEOUS REGULATIONS

Withdrawal

A student who wishes to withdraw from college during the academic year must present to the Dean the written approval of her parents or guardian stating the reasons for withdrawal. She must clear all financial obligations before honorable dismissal can be granted.

The College reserves the right to exclude at any time any student whose conduct or academic standing it regards as unsatisfactory.

Readmission

Readmission after withdrawal from Sweet Briar is not automatic. Application for readmission should be made to the Dean of the College.

Honors and Awards

ACADEMIC HONORS

General Honors of three ranks — *cum laude*, *magna cum laude*, *summa cum laude* — are awarded to members of the graduating class on the basis of their academic record for the entire course. Candidates under the Honors Program may receive departmental citations: with honors, high honors, or highest honors.

Dean's List

At the end of each fall and spring term, the Dean prepares a list of members of the three upper classes who have shown outstanding ability and achievement in the work of the term.

Freshman Honor List

Freshmen who achieve an outstanding record in the fall term are recognized in February.

Junior Honors

Junior Honors are awarded at the Opening Convocation to the highest-ranking members of the junior class. These awards apply only to classes of '85 and '86.

Emilie Watts McVea Scholar

Each year the College recognizes academic achievement by conferring upon the highest-ranking member of each class the honorary title of Emilie Watts McVea Scholar, a designation which bears the name of the second president of Sweet Briar College.

Phi Beta Kappa Society

Phi Beta Kappa Society authorized a charter for the Theta chapter of Virginia at Sweet Briar College in 1949. Each year the chapter elects to membership seniors of high scholastic attainment; it may also elect juniors of exceptional ability.



Tau Phi

Tau Phi is an honorary society organized for the purpose of upholding the principle of a liberal arts education — the broadening of the mind by contact with the many fields of human knowledge. The membership is composed of a limited number of upperclassmen chosen in recognition of their scholarship, character, and aesthetic sensitivity, as well as their interest and participation in the intellectual growth of the College. Throughout the year the society assists the Lectures Committee to encourage attendance at lectures, plays, and concerts and to arrange hospitality for visiting speakers.

UPPERCLASS AWARDS AND PRIZES

The Alumna Daughter Award was established in 1974 by the Executive Board of the Alumnae Association to honor an alumna daughter in either the junior or senior class who has demonstrated while at Sweet Briar the traditions of sound learning and social responsibility which have characterized the alumnae of the College since its founding.

The Mary Kendrick Benedict Award was established in 1945 by former students, colleagues, and other friends of Dr. Mary Kendrick Benedict, the first president of Sweet Briar College to honor an upperclass student of high academic standing and personal integrity, who has shown a purpose for service in her college experience.

The Manson Memorial Alumnae Award was established by the alumnae in memory of N.C. Manson, Jr., to give recognition each year to an upperclass student of high academic standing who shows qualities of leadership and makes a constructive contribution to student life.

The Everingham Rickards and Captain Garrett V.S. Rickards Award was established in 1974 by Mrs. Everingham Rickards, Class of 1910, in memory of her son who died in World War II and her husband. This award is given to one or more members of the rising sophomore class who best demonstrate potential for leadership, academic excellence, and community

involvement, which have distinguished the College throughout its history.

PRIZES

L'Alliance Française Prize, established by the Lynchburg, Va., chapter, is presented to a senior nominated by the Modern Languages Department for excellence in French language and literature.

The Jean Besselièvre Boley Fund was established by the parents and husband of Jean Besselièvre Boley of the Class of 1935, to encourage interest in creative writing. The fund provides a prize of \$100 to the student submitting the best short story entered in the annual competition. It may also provide a grant-in-aid for a junior or senior with demonstrated ability in creative writing who requires financial assistance and is recommended by the Dean.

The Marcia Capron Award was established by John D. Capron in honor of his wife. This award is given at commencement to a senior for excellence in French.

The Penelope Czarra Award was established by the parents of Penelope Lane Czarra of the Class of 1975 to honor the senior who best combines scholastic achievement, student leadership, effective contributions to the improvement of the quality of student life at Sweet Briar.

The Helen McClure Gager Award in Chemistry was established by the husband, family, and friends of Helen Gager, associate professor of chemistry, who taught at Sweet Briar from 1976 to 1980. The award recognizes a member of the Sweet Briar community — student, faculty, or other — who has done distinguished work in the field of chemistry.

The Maxine Garner Prize in Religion, established in honor of Miss Garner, Wallace E. Rollins professor emeritus of religion, is awarded to a senior chosen by the Department of Religion for outstanding achievement in the study of religion.

The Connie M. Guion Award was established in honor of Dr. Guion by Mr. and Mrs. J. Wilson Newman and their daughters, Clare Newman Blanchard, Class

of 1960, and Mildred Newman Thayer, Class of 1961. It is given to a member of the graduating class "for excellence as a human being and as a member of the College."

The Lawrence Nelson Award was established in 1971 in memory of Professor Nelson, who taught English at Sweet Briar from 1946 to 1970. It is awarded each year to a senior chosen by the Department of English for general excellence in English.

The Anne Gary Pannell Award in History is presented to a senior history major who has achieved the highest cumulative academic average.

The Shakespeare Prize is presented to the student who demonstrates excellence in one or both of the upper-level Shakespeare courses.

The Martha von Briesen Prize in Photography was established by the Alumnae Association in honor of Martha von Briesen, Class of 1931, for her many years of outstanding service to the College as director of public relations. A prize of \$25 is awarded to a graduating senior who has made outstanding achievements in the field of photography as a fine art.

The Wall Street Journal Student Achievement Award for Excellence in Economics is presented annually to an outstanding economics major.

The Leigh Woolverton Prize for Excellence in the Visual Arts was established in memory of Leigh Woolverton, Class of 1982, by her mother, family and friends.

GRADUATE FELLOWSHIPS

The Helen K. Mull Psychology Scholarship was established by the bequest of Helen K. Mull, professor of psychology at Sweet Briar from 1927 to 1958. It is awarded to the highest ranking psychology major in the graduating class for graduate study in psychology.

The Anne Gary Pannell Graduate Fellowship in History was established to honor the fifth president of the College by Dorothy Stimson, visiting professor of history at Sweet Briar in 1956. The fellowship, to encourage high standards of scholarship in history, is awarded annually to an outstanding senior history major who plans graduate study.



Admissions

Admission to Sweet Briar College is open to students of varied backgrounds, talents, interests, and experience, who want to pursue an education in the liberal arts. The Committee on Admissions selects applicants who present evidence of a strong academic foundation, scholastic ability and motivation, and strength of character.

CAMPUS VISITS

Prospective students are invited to visit the College for interviews and campus tours at any time during the year. While college is in session, attendance at classes, appointments with faculty members, and overnight stays in the dormitories may be arranged. The Admissions Office is open from 8:30 a.m. to 4:30 p.m. Monday through Friday throughout the year and on Saturday mornings (by appointment) from opening week in September until Commencement in May.

Special weekends for prospective students are held several times during the year. For information about all campus visits, write or telephone the Admissions Office (804-381-6142).

In addition, persons interested in Sweet Briar may talk with a member of the Admissions Office staff who is visiting schools in their area.

ADMISSION TO THE FRESHMAN CLASS

A candidate's secondary school program should consist of at least four academic courses each year with a minimum total of 16 academic units, including English, foreign language, mathematics, science, and social studies. Candidates may also offer units in art, drama, humanities, music, philosophy, psychology, religion, sociology, or topical studies.

Four years of English are required. In addition, a typical program might include three to five units of sequential work in foreign language; three units in mathematics (two in algebra and one in plane geometry); one or more units in social studies and one to three in laboratory sciences.

Consideration also is given to applicants

who offer programs which differ from these recommendations. In evaluating programs, the Committee on Admissions seeks assurance that the candidate has a sound academic preparation.

Sweet Briar recognizes the purposes of the Advanced Placement Examination. A student who has a score of 4 or 5 on an Advanced Placement Test will automatically receive college credit; exemption will be granted if the subject represents a particular requirement. Neither credit nor exemption will be granted for a score of 3 or below.

The Director of Admissions is glad to advise prospective candidates about their programs, especially if they have questions about courses they wish to offer for admission. Before applying, students may submit school records with a list of proposed senior subjects and may request a preliminary evaluation of their chances for acceptance.

The Committee on Admissions meets during February and March and letters of acceptance are mailed between March 1 and April 15. All acceptances are contingent upon the successful completion of the senior year.

Information about financial aid will be found on page 99.

APPLICATION CREDENTIALS

Application for admission should be made before March 1 on an application form supplied by the College and accompanied by a nonrefundable application fee of \$20. Letters of acceptance are mailed between March 1 and April 15. The following credentials are required:

- a) *Application Form*, including a series of short essay questions, giving each applicant an opportunity to write about her interests and activities.
- b) *School Records*. Applicants must submit a preliminary transcript of their work from 9th through 11th grades.
- c) *A recommendation of character and academic promise* from their college counselor, including information about the candidate's interests, attitudes, and activities as a member of the school community.



- d) *Tests of the College Entrance Examination Board or the American College Testing program.* All applicants for the freshman class must take the Scholastic Aptitude Test or the ACT before February of the year of entrance. Three achievement tests are required of matriculants who take the SAT; these need not be submitted with the application.
- e) *Social Security number.*

The three Achievement Tests may be divided between the junior and senior years. One of these must be English (preferably the English Essay Test, offered in December); the other two are chosen by the candidate. A score of 600 or above on a language Achievement Test exempts a student from the foreign language requirement.

EARLY DECISION PLAN: FIRST CHOICE

Well-qualified candidates who have decided that Sweet Briar is definitely their first choice should consider the Early Decision Plan. The Committee on Admissions notifies early candidates of its decision by December 1. Candidates for Early Decision should:

- a) File application for admission before November 15.
- b) Send all credentials and other information, including scores from SAT or ACT, to the College by November 15. If an early candidate who plans to submit Achievement Tests scores has not completed the three Achievement Tests before November 15, she may send these scores later in the year.
- c) Agree that, if accepted, they will withdraw all applications at other colleges and submit the non-refundable room reservation fee of \$300 by January 15.

Early Decision Financial Aid candidates will be notified of action taken on their aid applications by December 1, or as soon as all financial forms have been received at the College, prior to the January 15 room reservation deadline.

Early acceptances are made with the understanding that the work of the senior year will continue to be of high quality.

Some applicants may be notified that the Committee on Admissions wishes to receive the first semester senior grades before making a decision. These will be deferred for consideration with the regular applicant group.

ADMISSION WITH ADVANCED STANDING

Sweet Briar welcomes applications each year from qualified students who wish to enter with advanced standing from other colleges or universities. Candidates should fulfill the requirements for admission to the freshman class, including the Scholastic Aptitude Test (but not the Achievement Tests) of the College Entrance Examination Board or the tests of the American College Testing program, and should have completed at least one full semester of college work. They should present the following credentials to the Director of Admissions:

- a) An official transcript of secondary school records.
- b) An official transcript of record from the college attended.
- c) A catalog showing descriptions of the courses taken.
- d) A recommendation from the Dean or other official of the college, on a form to be supplied by Sweet Briar.

The application deadline for fall entrance is August 1 and for spring entrance is November 15.

Notification of acceptance or rejection is sent to the applicant shortly after all credentials are complete.

Students who transfer to Sweet Briar from four-year or junior colleges accredited by their regional associations will receive tentative credit for courses in which a grade of C- or better has been obtained and which satisfy the aims of liberal arts courses as interpreted at Sweet Briar College. Not more than 19 units, or 57 semester hours, from another institution will be allowed toward the 38 units or 114 semester hours required for the Sweet Briar degree. Courses offered to satisfy distribution requirements must conform in content to courses given at Sweet Briar. Confirmation of credit depends upon the quality of student's work in her first year at Sweet Briar.

ADMISSION OF DAY STUDENTS

Applicants who live in the vicinity of Sweet Briar and who qualify for admission may enroll as day students. They must submit the application credentials as stated above.

OTHER ADMISSIONS

Early Admission

Candidates who wish to graduate early from secondary school will be considered for admission; they should present evidence of unusual academic performance and maturity.

Part-time Students

Part-time students are welcomed at Sweet Briar and are advised to apply to the Dean for information on courses offered. The fee for a course taken for academic credit, and for which the College will provide a record and grade report, will be based *pro rata* on the tuition charge to full-time students. Upon application and proof of need, a limited amount of financial aid is available for those unable to pay the full course fee. For fee information contact the Office of Continuing Studies.

Continuing Studies Program

Part-time students may take continuing education courses scheduled in the evening, Monday through Thursday, or regularly scheduled daytime courses, for credit or noncredit. A brochure describing the Continuing Studies Program is available from the Director, Continuing Studies Program, Sweet Briar College.

The Turning Point Program

Sweet Briar encourages and is committed to helping women of nontraditional college age to begin or continue their college education. *Turning Point*, the Sweet Briar Adult Education/Degree Program, is a flexible and supportive program established for the mature returning student. A student may elect to enroll in the program either full- or part-time. Credits previously earned at an accredited institution may be transferred. For a special application, as well as for information on fees, scholarships, and financial aid, contact the Admissions Office.

Financial Aid

The purpose of the financial aid program at Sweet Briar College is to provide monetary assistance to students who have been admitted but who, without financial aid, would be unable to attend college. The College makes every effort to provide aid in the form of grants, loans, and campus employment opportunities to students who demonstrate need. Approximately 67 percent of the student body receives some kind of financial aid, and the average award, all factors considered, is \$4,400. Awards are made for one year and are subject to renewal if financial need and academic eligibility continue.

It is an honor to receive an award. The Committee on Financial Aid expects students receiving grant assistance from the College to maintain good academic standing.

FINANCIAL NEED

The Committee on Financial Aid calculates the amount of each student's award. Need is determined by a review of information submitted on the Financial Aid Form (FAF) of the College Scholarship Service and on the student's estimated yearly budget, which gives evidence of her willingness to assume some responsibility for her educational costs through savings, earnings, and loans.

OTHER REQUIREMENTS

All financial aid recipients are expected to apply for any state or federal grants for which they may be eligible, such as the Pell Program (BEOG), the Virginia Tuition Assistance Grant Program, and the Virginia College Scholarship Assistance Program. Eligible students may receive part of their aid from Sweet Briar through the federal Supplemental Educational Opportunity Grant Program.

Sweet Briar is a National Merit Scholarship sponsor and interested students are encouraged to investigate the National Merit Program.

APPLICATION PROCEDURE

Sweet Briar is a member of the College Scholarship Service of the College Entrance Examination Board. The participating colleges agree that financial aid should be awarded to students only after careful consideration of their financial need. Parents of entering students who wish to apply for aid must file a Financial Aid Form (FAF) supplied by the College Scholarship Service. This form may be obtained from the candidate's high school or from:

The College Scholarship Service
Box 176
Princeton, New Jersey 08540
or
Box 1501
Berkeley, California 94701

The applicant must also file a Sweet Briar application. Requests for financial aid forms should be made in time to file the applications by March 1 of the year of entrance.

AWARDS FOR NEW STUDENTS

Awards for freshmen are based upon the criteria stated above. Freshmen applicants are expected to present a reasonable secondary school academic record.

Freshmen will be offered an aid package in the form of a grant and self-help package. A freshman may elect to earn part of the self-help portion of her award in a campus job, or she may borrow the full amount from one or more of the College's loan funds.

Early Decision Candidates

Candidates applying under the Early Decision Plan must submit their applications by *November 15*.

Advanced Standing Candidates

Students who enter with advanced standing are eligible for financial aid on the basis of demonstrated need and strong scholastic and personal credentials. Candidates should submit the FAF and an aid application by *March 1* of the year of entrance.

AWARDS FOR UPPERCLASSMEN

Financial Aid is available to upperclass students who establish financial need and maintain satisfactory academic standing (2.0 or better) and a good record of college citizenship. Aid is usually given as a combination of a grant from the College, a loan, and campus employment. The amount which a student is expected to earn during the school year is generally proportionate to the total need. Loans offered range between \$400 and \$1,500 (or more, in unusual circumstances) each year.

Application Deadlines

Financial aid applications for currently enrolled students must include the Financial Aid Form (FAF) and the Sweet Briar application. These forms should be submitted before *March 1*.

AWARDS FOR INTERNATIONAL STUDENTS

Each year Sweet Briar offers financial aid, if resources are available, to a few students from other countries. These awards, based on demonstrated need, may be as large as the comprehensive fee (room, board, and tuition). The awards are provided by the College and by special gifts. An international student applicant must submit the Financial Aid Application for Students from Foreign Countries.

The following special awards are also available to international students:

The Martha Lucas Pate Scholarship.

Established in 1969 by the Executive Board of the Alumnae Association to aid international students.

St. Andrews Scholarship. Since 1950, a full-expense grant has been offered annually to a student from the University of St. Andrews in Scotland.

Special French Scholar. A full-expense grant is offered to a French student recommended by the Sweet Briar Junior Year in France Program in Paris for study at Sweet Briar.

NOTIFICATION OF AWARD

Applicants for financial aid who have been accepted for admission will be notified of the decision on their financial aid application as soon as possible after the receipt of the information requested above. The College reserves the right to adjust an aid offer if the student's financial situation is changed by an award received subsequently from outside sources or by a material improvement in the finances of the applicant or her family. Names of recipients and amounts of aid will not be announced publicly and all information supplied the Office of Financial Aid is confidential.

If the candidate enrolls at Sweet Briar, her parents are expected to submit a copy of their latest Federal Income Tax Return by June 1. Financial aid awards are not final until the IRS form is submitted.

MERIT AWARDS

Sweet Briar Scholars

The Sweet Briar Scholarship is the College's highest merit award. Ten freshmen and one transfer student will receive this prestigious award of \$1,500, plus a \$175 credit at the College Book Shop. To be eligible, a student must rank in the top ten percent of her senior class and have a minimum combined score of 1,200 on the Scholastic Aptitude Test.

Rewards are renewable for four years; continuation as a Sweet Briar Scholar depends upon maintaining a satisfactory academic record, as reviewed annually by the Honors Committee of the faculty.

Pannell Scholarships

Pannell Scholarships, named after Anne Gary Pannell Taylor, president emeritus of Sweet Briar College, go to ten freshmen who have demonstrated academic excellence and made major contributions to school and community life. Those selected will receive awards of \$1,250, plus a \$175 credit at the Book Shop. These scholarships are awarded each year to ten students from each class on the basis of academic achievement.

The Juliet Halliburton Burnett Davis Scholarship

The Juliet Halliburton Burnett Davis Scholarship was established in 1974 by R. Walker Martin to honor and recognize the outstanding and devoted service to Sweet Briar College of Juliet Halliburton Burnett Davis, Class of 1935, a former Overseer, Director, and President of the Alumnae Association. The income is used to provide a merit award to an outstanding upper-class student chosen from participants in the Sweet Briar Environmental Studies Program.

Other Merit Awards

The Carter Leadership Award, established by Mr. and Mrs. Frank Carter (Jane Munnerlyn, Class of 1950), makes available \$1,000 toward the tuition of an incoming freshman from Atlanta. The award is made on the basis of leadership, above average academic record, athletic promise, and interest in such activities as drama, music, and art. Financial need is considered but is not a criterion.

The Mary Mackintosh Sherer Scholarship, established by the Class of 1939, her husband, and friends, is to be awarded to a rising junior who is both a leader and a scholar, and who performs her collegial duties with dignity, fairness, and devotion.

The Camille Taylor Merit Scholarship is awarded to an incoming student whose record shows academic excellence as well as an active role in her school's student government. This award is *renewable* each year, if she maintains a 3.2 grade point average. If the recipient fails to qualify for renewal, the award will be made to an incoming student.

The Elizabeth Maury Valentine Scholarship is awarded either to a student in need, the sum reflecting the amount of need, or to a qualified student not in need, a merit award of \$1,000. Any remaining funds are placed in the general scholarship fund to be awarded at the discretion of the Financial Aid Committee, with preference given to a) a Richmond student, b) a Virginia student, or c) any needy student. The recipient of this scholarship is known as the Elizabeth Maury Valentine Scholar.

Scholarships from Special Gifts

The Art Buchwald "Second Chance" Scholarship, established in honor of the syndicated columnist, humorist, and author, is awarded to a student who can demonstrate need and who is being readmitted to Sweet Briar College after a period of absence. Eligibility is limited to students who do not qualify for regular financial aid.

The Louise Jones Cox Scholarship is a merit award, with preference given to a student from Amherst County or, if no Amherst County student is eligible, to a student majoring in the Classics. This scholarship is renewable if the recipient continues to maintain a high academic record.

The Robin S. Cramer Memorial Scholarship was established by Mr. and Mrs. W. Ford Cramer, Jr., parents of Robin Cramer, Class of 1977, to provide an annual financial aid grant for an upperclass student who has established a distinguished academic record, with preference given to one who is active in the riding program at any level.

The Margaret Cramer Crane Memorial Scholarship was established with a bequest from the estate of Margaret Cramer Crane, Class of 1927, to provide a scholarship for a daughter or granddaughter of a Sweet Briar alumna.

The Frueauff Foundation Scholarship, a gift of the Frueauff Foundation, is awarded to students with demonstrated financial need.

The Marie L. Rose Huguenot Scholarship makes available \$1,000 a year to students of Huguenot ancestry nominated by the College for award by the Huguenot Society of America. Special application forms are available from the College's Office of Financial Aid. The College is permitted to have two scholars per year.

The Virginia E. Ranney Memorial Scholarship Fund, established by the Ranney family and friends of Virginia E. Ranney, Class of 1970, is awarded to an incoming freshman who exhibits a creative, imaginative mind, integrity, strength of character, and a genuine enthusiasm for academic pursuits.

The Lucile Umbreit Music Scholarship was established either for a student of applied music or for a music history student. Candidates are recommended by the Department of Music.

The Harold B. Whiteman, Jr., Scholarship, established by the Alumnae Association in honor of Sweet Briar's sixth president, is awarded annually to a junior or senior who both has need and shows merit in some aspect of international studies. When possible, priority should be given to history or a related discipline within the Division of the Social Sciences, but eligibility can be extended to the humanities, the sciences, the arts, or interdisciplinary studies. Also, it is expected that the holder will have achieved a 3.0 cumulative GPA.

Alumnae Club Scholarships

Amherst and Nelson Counties, Va.

Austin, Tex.

Baltimore, Md.

Boston, Mass.

Southern California

The Allen Bagby MacNeil Scholarship

Capital Area, La.

Central Ohio

Charlotte, N.C.

Charlottesville, Va.

Chattanooga, Tenn.

Chicago, Ill.

Cincinnati, Ohio

Cleveland, Ohio

Colorado

So. Connecticut (Fairfield Co. Club)

Dallas, Texas

The Sarah Adams Bush Scholarship

Georgia (Atlanta Club)

The Mary Clark Rogers Scholarship

Greensboro, N.C.

Houston, Texas

Indianapolis, Ind.

Long Island, N.Y.

Louisville, Ky.

Lynchburg, Va.

Minnesota

Montgomery, Ala.

Nashville, Tenn.

New England (Boston Club)

New York, N.Y.

The Connie M. Guion Scholarship

Northern New Jersey

Peninsula of Virginia

Philadelphia, Pa.

Pittsburgh, Pa.

Princeton, N.J.

Region VIII (Birmingham, Ala.)

Richmond, Va.

The Elizabeth Maury Valentine Scholarship

The Eugenia Griffith Burnett Scholarship

Roanoke Area, Va.

Rochester, N.Y.

The Phoebe Rowe Peters Scholarship

Seattle, Wash.

St. Louis, Mo.

Tidewater (Norfolk Club)

The Sue Reid Slaughter Scholarship

Toledo, Ohio

Utica, N.Y.

Washington, D.C.

The Harriet Evans Wyckoff Scholarship

The Vivienne Barkalow Hornbeck Scholarship

The Washington Alumnae Club Scholarship

Westchester County, N.Y.

Wilmington, Del.

Winston-Salem, N.C.

Language Tournament Awards

The College offers two awards of \$500 each to high-ranking contestants (on level three or higher) in the contest conducted annually by the American Association of Teachers of French and German (AATF/AATG).

Virginia Science Talent Search

One award of \$200 is offered to a high-ranking competitor in the Virginia Science Talent Search.

ENDOWED SCHOLARSHIPS

The Margaret Gilmer Allen Scholarship

The Alumnae Memorial Scholarship

The Anonymous Math Scholarship

The Anonymous Science Scholarship

The Lady Astor Scholarship

The Arthur Bates Scholarship

The Jane C. Belcher Scholarship

The Rebecca Woodbridge Bell Scholarship

The Dorothy Benn Scholarship

The Book Shop Scholarship

The Thomas and Marie Boushall Scholarship

The Class of 1956 Scholarship

The Class of 1962 Scholarship

The Class of 1968 Scholarship

The Class of 1971 Scholarship

The Lee Estill Coghill Scholarship

The Howell Lykes Colton Scholarship

The Louise Jones Cox Scholarship

The Ann Moore Cutler Memorial Scholarship

The Margaret Cramer Crane Scholarship

The Judith Bland Dew Scholarship

The Dew-duPont Scholarship

The Jessie Ball duPont Scholarship

The Emily Helen Dutton Scholarship

The Virginia Nunn Eady Scholarship

The Easley Scholarship

The Dora Fagan Scholarship

The Carol Y. McMurtry Fowler Scholarship

The Robert and Mary Gettel Scholarship

The Meta Glass Scholarship

The Connie M. Guion Memorial Scholarship
 The Ray S. Harris Scholarship
 The Frances O'Brian Hettrick Scholarship
 The Mary Spinner Holt Memorial Scholarship
 The Lillia Babbitt Hyde Scholarship
 The Jesse H. Jones Scholarship
 The Nancy Munce Jones Scholarship
 The Theodora H. Lea Scholarship
 The William States Lee Scholarship
 The Bernice D. Lill Scholarship
 The M. Dee Long Scholarship
 The Magoffin Scholarship
 The R. John Matthew Scholarship
 The John Augustus Moore Endowed Music
 Scholarship
 The Eugenie M. Morenus Scholarship
 The Lysbeth W. Muncy Scholarship
 The Jean Campbell Myers Scholarship
 The Martha Lucas Pate Scholarship
 The George M. Peppard Foundation Scholarship
 The Ethel Ramage Scholarship
 The Archibald G. Robertson Scholarship
 The Rust Scholarship
 The Elizabeth Green Shepherd Scholarship
 The Catherine Strateman Sims Scholarship
 The Mary Virginia Camp Smith Scholarship
 The Anne Gary Pannell Taylor Scholarship
 The Lucile Barrow Turner Scholarship
 The May Weaver Scholarship
 The Weber Memorial Scholarship
 The Harold B. Whiteman, Jr., Scholarship
 The Margaret Potts Williams Scholarship
 The Helen F. Young Music Scholarship

LOAN FUNDS

National Direct Student Loans

The College participates in the National Direct Student Loan program. Loans are determined on the basis of need as computed from the Financial Aid Form (FAF) of the College Scholarship Service.

Ashcraft Loan Fund

The Mary and Lee Ashcraft Loan Fund, established through the gifts of Rebecca Ashcraft Taylor, Class of 1926, and Mary Lee McGinnis McClain, Class of 1954, is available for loans to junior and senior students from the South.

Sweet Briar College Loan Fund

The Sweet Briar College Loan Fund has been established by the College to assist deserving students to continue their education; it is available to students of all classes.

United Student Aid Funds

Students beyond the freshman level may apply for loans through the United Student Aid Funds, Inc. Application for a loan from this source must be filed through the Office of Financial Aid, but the loan is made by a participating bank in or near the home town of the applicant. Students may also apply to their local bank for a *Guaranteed Student Loan*.

PLUS Parental Loans

Parents who do not qualify for a Guaranteed Student Loan may qualify for a PLUS (ALAS) Parental Loan, which has an interest rate of 12% on each \$3,000 loan received. These are also available through local banks.

Sweet Briar College Educational Loan Plan

To offset new restrictions on Federal funds for student aid, Sweet Briar College, through the United Virginia Bank of Lynchburg, Virginia, has initiated the Sweet Briar College Educational Loan Plan, which makes available to parents a loan of \$2,500 each year at a variable rate of interest. Repayment begins 30-60 days after the first year's advance, with payments established in an amount to complete repayment approximately two years after the student leaves the College.

Information concerning loans is available from the Office of Financial Aid.

STUDENT EMPLOYMENT

Campus employment opportunities are available to aid recipients through the College's Work-Study Program and Sweet Briar's Self-Help Program. Students not receiving aid may hold jobs under the Self-Help Program. Jobs are open to students in the library, in administrative and academic offices, in science and language laboratories, in the dining hall, as resident advisers, and elsewhere. Application for employment should be made to the Office of Financial Aid.

College Fees

Sweet Briar College has an endowment of over \$24.7* million, the income from which supplements the student fees to meet the College's operating costs. Additional financial support continues to be provided by gifts from alumnae and friends of Sweet Briar.

SCHEDULE OF PAYMENTS

Comprehensive fee (full academic year).....\$9,650

Includes tuition, board, and room. Checks should be made payable to Sweet Briar College and sent to the Office of the Vice President and Treasurer in accordance with the following schedule:

Reservation fee.....\$300

This fee, due before April 1 (later per notice for new students), will be credited on first term fees and is refundable only if the student is declared by the Committee on Eligibility to be academically ineligible to return.

Balance due

Fall and winter term (by September 1). \$7,535
Spring term (by February 1).....\$1,815**

DAY STUDENT FEES

Registration fee due April 7\$15

This fee is not refundable but will be credited on first-term fees.

Tuition, due September 1\$7,220

Fees must be paid promptly at the times specified in this catalog.

A late payment service charge of 1½% per month will be made on comprehensive fees not paid in full on the above due dates.

No place will be held for a student after September 1 if the fall and winter fees are not paid in full. No student may enter classes for the spring term unless the fees for that term have been paid in full.

The College reserves the right to change its fees at the end of any term, if conditions should make such a change necessary.

*Market Value

**The fee for a student who enters the college at the beginning of the winter or spring term is \$4,825. This includes returning students who have spent the fall term abroad or in the United States at another college or university.

The catalog statement is considered sufficient notice of the time and terms of payment. Statements are sent, however, as reminders for the convenience of parents and guardians before each payment is due.

The College offers no spaced payment plan of its own. Tuition plans are available from many sources for those desiring to spread the expense over the educational period, or beyond. The plans usually include insurance protection against death or disability of the parent. As a convenience to parents, Sweet Briar has arranged with The Tuition Plan, Inc., of Concord, New Hampshire, and The Richard C. Knight Agency of Boston to handle requests for deferred payments under their plans. In addition, the College has arranged with United Virginia Bank to make loans available to qualifying parents at a favorable rate of interest. Information about these plans is mailed to parents of all students.

Each student is entitled to one transcript of her college record; she will be charged \$2 for each additional copy.

A student who is in arrears to any department or enterprise of the College may not be permitted to take term examinations or to receive reports of grades, transcripts, or a diploma.

SPECIAL FEES

Statements will also be sent for the following special fees:

Graduation fee\$ 25
Music, applied, tuition330

Music Department facilities for practice are available for use by (1) students registered for credit or noncredit music courses in the Department of Music and (2) students preparing applied music placement auditions or other departmental auditions (with permission of the Music Department).

Books and Academic Supplies

These may be purchased at the Book Shop. The cost for any year will vary with the courses elected but in general it ranges between \$200 and \$250.

Health Center Charges

Each student is entitled to five days in the Health Center; additional time is charged for at the daily rate of \$5.00. An extra charge is made for medications and special examinations and for special nursing in cases of contagious or serious illness.

Student Activities Fund

This covers the annual dues of various student organizations and supports other student enterprises. By vote of the student body, a fee of \$60 is paid annually by every student. *Checks should be made payable to the Student Activities Fund and deposited on arrival with the treasurer of the Student Government Association.*

Room Deposit

Each student must deposit \$25 by September 1, which will be refunded if her room is left in the same clean condition as when it was first occupied. Any charges for violations of decorating regulations or physical damage will be billed separately.

Other Fees

Each student must pay a \$15 fee covering dormitory and room keys, ID card, and dormitory dues. Upperclassmen already possessing an ID card should deduct \$2 from this fee.

STUDENT ACCIDENT AND SICKNESS REIMBURSEMENT PLAN

The Peerless Insurance Company of Keene, New Hampshire, makes available for students an insurance policy covering any accident or illness requiring hospitalization. Details of this plan are included in a notice to parents from the insurance company. The purchase of this insurance is optional.

RIDING PROGRAM

Students who elect to participate in the Riding Program for credit in physical education may purchase blocks of rides on

college-owned horses for which there is a charge by the term. The blocks of rides offer the student an option as to the number of rides taken per week. Each block includes two lessons per week with the remaining rides taken independently.

A student may receive permission to bring her own horse to Sweet Briar if she agrees to support the program's rules and regulations, if she demonstrates adequate riding ability, and if the horse is found to be suited to the program. Incoming freshmen and transfer students ride for the riding faculty during orientation week, and decisions concerning private horses are made at this time. Exceptions are made for those students who apply to the College and accept their place Early Decision. It is possible for an Early Decision student to ride for a member of the riding faculty prior to July 1, and at that time a decision can be made concerning the horse. The College does reserve the right to refuse to accept or continue to keep in the stable any privately-owned horse. Application forms for this purpose may be obtained from the Riding Center. Rates for riding tuition and private horse board are as follows:

	Fall Term	Winter Term	Spring Term
10 rides.....	\$—	\$70	\$—
15 rides.....	110	90	110
20 rides.....	—	100	—
25 rides.....	185	—	185
30 rides.....	220	—	220
40 rides.....	295	—	295
65 rides.....	360	—	360
Rides in excess of the above contracted rates, per ride	8.50	8.50	8.50
Board for privately-owned horses, per month:			
Full board.....	275	275	275
Down board.....	205	205	205
(shoeing or veterinary service not included)			

RESPONSIBILITY FOR PROPERTY

Students will be fined for violation of decorating regulations and will be responsible for any damage to College property, beyond normal wear and tear, and a minimum charge of \$5.00 or the cost of repair, whichever is greater, will be assessed.



Although Sweet Briar endeavors to protect the property of its students in the same manner as its own, it will not be responsible for the loss or damage of any personal property of any student. A lock-box or locking drawer and a key to her room are provided for each student for the safekeeping of money and jewelry. Students may store their possessions at Sweet Briar during the summer in accordance with instructions specified by the College. Storage left for one year after departure will be subject to charge or disposal by the College.

REFUND POLICY

The college year is a financial as well as an educational unit. Since commitments with instructors and other arrangements for maintaining the College are made for the entire year in advance, no reduction or refund of the tuition fee, special fees, or room rent can be made in the case of withdrawal for any reason after payment of fees. A pro rata refund will be made in the case of a student declared academically ineligible to return by the Committee on Eligibility. No refund of any part of the fees

will be made for the winter term for a student spending this period or a part of the period off campus.

Rebate for board is made only for withdrawal because of illness. Refunds are computed for a period of one month or more, from the time the formal written notice and a doctor's certificate are received by the Office of Business Affairs. This computation does not include the Christmas and spring vacations, when the residence halls and dining rooms are closed.

A Tuition Refund Plan offered by A.W.G. Dewar, Inc. of Boston, is available to parents on a voluntary basis.

SPECIAL SERVICES **Campus Cashier**

For the convenience of the College community, the Office of Business Affairs operates a cashier's window where personal checks are honored. This privilege may be forfeited if a check is returned for any reason; in addition, there is a \$10 fine for returned checks. It is recommended that students open checking accounts with their home banks or with banks in Amherst.

Sweet Briar is primarily a residential college. With the exception of a few day students, all students live in dormitories, eat in the Prothro Commons, and share a commonality of daily living.

Because the College is small, Sweet Briar students all know each other and find the faculty thoroughly approachable. It is a close-knit, friendly community.

CAMPUS ORGANIZATIONS

Among the advantages of a woman's college are the unlimited opportunities for women to participate and assume leadership roles in many types of organizations and activities. At Sweet Briar, students are urged not only to be active in existing organizations, but to establish their own groups and clubs if none corresponding to their own interests already exists. For example, Sweet Briar's radio station, WUDZ, received its initial impetus from the effort and enterprise of a single student and now engages the concerted efforts of a staff of 30. Other relatively new organizations initiated by students are the *Intervarsity Christian Fellowship Association*, the *Debate Club*, *Young Democrats*, *Amnesty International*, the *Crew Club*, the *Softball Club*, the *Soccer Club*, and the *Creative Arts League*. Most campus organizations are funded through the Student Activities Fee and are part of *Interclub*, a committee of the Student Government Association.

STUDENT GOVERNMENT

Students participate in the governance of the College through holding the many offices and committee positions of the *Student Government Association*. The Association and its committees, with powers and responsibilities delegated by the faculty and administration, are largely responsible for the self-governance of the student body.

Officers of the Student Government Association work with class officers, Judicial Committee representatives, house presidents, and the committees of the Association — Social, Academic Affairs, Orientation, Health Services, and Career Planning — as well as ad hoc committees

Two of the major committees, both of which are composed of student officers and representatives of the faculty and administration, are the *College Council*, which meets regularly to discuss problems of general college welfare, and the *Judicial Committee*, which considers major cases of discipline. Three other student committees which play vital roles in the governance of the College are the *Academic Affairs Committee*, the *House Presidents Council*, and the *Social Committee*.

HONOR SYSTEM

The Student Government Association is founded upon a highly developed concept of honor which, through the *Honor System*, applies to all phases of academic and social life. The Honor System is based on the fundamental belief that harmony in community living is best achieved when it has as its basis honor and mutual trust. Each entering student becomes a full member of the Student Government Association upon taking the Honor Pledge to uphold three principles: 1) integrity of her word, 2) respect for the property of others, and 3) honesty in academic work.

ATHLETICS

Sweet Briar's 3,300-acre campus provides a great natural setting for jogging, hiking, tennis, riding, swimming, and many other sports and outdoor activities. In addition, athletic facilities include the Prothro Natatorium, an Olympic-size swimming and diving facility; the Harriet Howell Rogers Riding Center; a fully equipped gymnasium; 14 tennis courts; a Parcourse fitness circuit; and hockey and lacrosse fields considered the finest in Virginia.

The Varsity Sports Council and the Recreation Association, in conjunction with the Department of Physical Education, provide activities at all levels of competence. Varsity teams in basketball, field hockey, lacrosse, riding, soccer, swimming and diving, volleyball, and tennis compete with teams from other colleges and universities. Intramurals and faculty-student competitions in basketball, volleyball, relays, softball, and other sports take place regularly. All students are encouraged to participate

in these and individual sports, such as cross-country, riding, gymnastics, dance, and fitness.

DANCE

Original choreography and technical competence are bases for membership in *Dance Theatre*, which stages a major performance each semester, sometimes in conjunction with other colleges in the area.

DRAMA

Paint and Patches is the student drama club whose members are elected on the basis of their work in one or more phases of theatre production. The club usually stages two productions a year.

LANGUAGE CLUBS

The *Italian*, *French*, *German*, and *Spanish* clubs enable students to practice their language skills and learn more about the cultures of the countries in which they have an interest. The clubs sponsor films, lectures, and dining hall language tables. There is a Language House for students at #1 Faculty Row.

MUSIC GROUPS

Students are encouraged to audition for any or all of the campus music groups. The *Sweet Briar Concert Choir*, which performs both secular and sacred music, presents several major concerts each year, often jointly with nearby men's colleges.



This choir is directed by a member of the music department, with admission by audition, and carries academic credit. *The Collegium Musicum*, also professionally directed, specializes in the performance of early music, accompanied by such baroque renaissance instruments as recorders, krumphorns, and the portative organ. Participation in the *Collegium* also carries academic credit.

The Sweet Tones is a student-directed singing group composed of approximately 15 sophomores, juniors, and seniors. They perform their own arrangements of popular songs at campus events and other colleges. New members are chosen at auditions held each spring.

PUBLICATIONS

Any student is welcome to join the staff of one of the student publications. *The Brambler*, the college literary magazine, publishes student poetry, stories, photography, and art work. *The Sweet Briar News* is published weekly; *The Briar Patch*, the college yearbook, in the spring; and *The Student Handbook*, in the fall.

RADIO

Students interested in broadcasting can take part in writing, producing, and announcing documentary or entertainment programming for WUDZ-FM, the College's student-run radio station. The power output is 100 watts, resulting in an effective broadcast radius of 15 miles.

SOCIAL CLUBS

Sweet Briar does not have Greek-letter sororities, but does have a few clubs which select upperclass members on the basis of academic performance, enthusiasm, or college spirit. These organizations which "tap" new members each year, have serious or satiric purposes and such diverse names as Chung Mungs, Bum Chums, Q.V., Earphones, and Aints and Asses. Tau Phi is an honorary scholastic society (see p. 94).

PUBLIC EVENTS

The number and diversity of programs that appear on the college calendar reflect the broad scope of interests and tastes in the community. Supplementing normal instruction, these events are open to people at the College and to the public. Each year there are many lectures and symposia by leading scholars and scientists, concerts and dance recitals by outstanding artists, plays or operas by professional companies, poetry readings, and art exhibitions. In addition, there are two series of weekly film programs, one of which presents old and modern classics of the screen, and the other, currently popular films. Workshop or forum presentations focus on special topics, such as international affairs, environmental problems, or women's issues. The list of visitors to Sweet Briar in the past three years includes many lecturers and performers considered foremost in their fields. Among the visitors were:

- *Isaac Bashevis Singer*, winner of the 1978 Nobel Prize for Literature
- *Art Buchwald*, syndicated columnist
- *Ora Fant*, one of the nation's top consultants to industry on the problems of women and minorities in the corporate structure
- *Clifton C. Garvin*, chairman of the board and chief executive officer of Exxon Corporation
- *Cleanth Brooks*, professor emeritus, Yale University
- *Jean-Michel Cousteau*
- "For Colored Girls Who Have Considered Suicide When the Rainbow Is Enuf," a Daedalus Production
- *New York Chamber Soloists*, performance of Vivaldi's "Four Seasons"
- *Robert Hughes*, *Time Magazine* Art Critic
- *The Virginia Opera Theatre* productions of "Madame Butterfly," "Don Pasquale," and "La Traviata"
- *Captain Grace Hopper*, pioneer in the computer field
- *Michael Novak*, Resident Scholar, American Enterprise Institute
- *James Rouse*, nationally acclaimed urban planner
- *The American Ballet Theatre's* touring company, ABT II
- *An Evening with Queen Victoria*, a production of England's Old Vic Company
- *E.O. Wilson*, Harvard sociobiologist and entomologist

THE EWALD SCHOLARS PROGRAM

The Ewald Scholars Program brings internationally known speakers to the campus. In 1981, Jane Goodall, Dian Fossey, Francine Patterson, and Birutė Galdikas, four of the world's leading primatologists, presented their field research in a symposium on "Humans and Apes." In 1982, anthropologists Donald C. Johanson and Richard E. Leakey presented their conflicting views on human origins. In 1983, eleven of the country's leading architects, architectural historians, and their critics participated in a symposium on "The New American Architecture."

RELIGIOUS EXPRESSION

Sweet Briar College possesses a wholesome diversity of religious beliefs and attitudes among its students. Under the guidance of the *Church and Chapel Committee*, made up of students and faculty, the Chaplain helps to organize programs of worship and spiritual development, community service, and study.

An interdenominational Service of Worship is conducted in the Sweet Briar Memorial Chapel each Sunday and a Service of Holy Communion is conducted weekly. Roman Catholic Mass is also celebrated weekly. Students are invited to meet the pastors of the local Episcopal, United Methodist, Presbyterian, and Baptist churches. Other denominations represented by churches in Amherst or Lynchburg are Christian, Christian Science, Church of Christ, Greek Orthodox, Latter Day Saints, Unitarian, Lutheran, and the United Church of Christ. There is a Jewish synagogue in Lynchburg.

Because religious convictions are expressed in many ways, opportunities are provided for students to become involved in worship, leadership, community service, study groups, and fellowship opportunities.

COMMITTEE ON MINORITIES

The Committee on Minorities, under the chairmanship of the Chaplain, monitors the education and social well-being of racial and religious minorities at Sweet Briar and makes recommendations to appropriate

departments in response to events or newly perceived possibilities which may affect minority life. The Committee also develops long-range plans for increasing racial and religious diversity within the student body.

UNITY

Unity is a student organization to promote interracial and intercollegiate social, cultural, and educational programs. It is a founding member of the Black Students Alliance of Central Virginia (BSACVA), which sponsors 14 intercampus events during the academic year.

SOCIAL ACTION AND SERVICE

Among the activities of the Church and Chapel *Community Service Committee* is a regular, on-going relationship with Ryan's Nursing Home in the nearby town of Amherst. Students and faculty make dramatic, musical, and other kinds of presentations from time to time, and individual students are encouraged to develop regular, caring relationships with individual patients. Related to this project are periodic educational sessions about the special problems of aging and old age in our culture.

Other projects with the community include a tutoring program in the public schools, work with a neighboring mission, work at a local mental hospital, and fund raising projects for the less fortunate residents of the area.

INTERACT

The student organization *Interact* provides a valuable link between students, alumnae, and friends of the College and the local community. *Interact* members present programs about Sweet Briar to alumnae gatherings, both on campus and in their home towns; they also assist with special events on campus, such as parents weekends, prospective student visits, and meetings of the Board of Overseers, the Alumnae Council, the Friends of the Library, and the Friends of Art.

THE OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs oversees the nonacademic aspects of student life. Its prime concern is to help each student develop as a whole person. The Office of Student Affairs encourages every member of the College community to become actively involved in student clubs, organizations, and activities, as well as in the human development programs it sponsors. The office also provides services in the areas of counseling, career planning, orientation, health services, international student concerns, minority student concerns, residential life, programming, and student development, all of which are designed to assist students in their personal growth.

Counseling Services

The counseling of students in regard to social life, campus life, and extra-curricular activities is centered in the Division of Student Affairs. The Dean of Student Affairs, the Assistant Dean of Student Affairs, Resident Coordinators, the Director of Career Planning, the Assistant Director of Career Planning, the College Physician, and the Consulting Psychiatrist have counseling training for assisting students with personal problems. A trained corps of upperclass students, serving as Resident Advisers on different floors in the residence halls, also provide counseling assistance.

The Chaplain is available to students for counseling or examination of personal and spiritual concerns.

Orientation

A program of orientation at the beginning of the academic year helps new students become acquainted with Sweet Briar. Planning for orientation is conducted by the *Student Orientation Committee* and the Office of Student Affairs. The program itself explains the roles of administrative officers and the heads of student organizations; describes the educational program and ideals of the College, including its honor system; and outlines the responsibilities each student must assume as a member of the Sweet Briar community. Student group leaders meet with new students daily dur-

ing orientation to answer questions about campus life. Each student has two sessions with her faculty adviser to plan her course of study in accordance with the results of placement tests she has taken as well as her own interests. New students also have the opportunity to attend "Demonstration Classes" after which registration for fall classes takes place.

Career Planning

The professional counselors in the Office of Career Planning help students formulate their plans for future study and/or careers. Individual interviews, career panels, a monthly newsletter, various career conferences, and a library of resource materials provide information on career fields, employment opportunities, and graduate programs. Throughout the year recruiters from graduate schools and businesses visit the Office of Career Planning to interview interested students. The office also sponsors workshops on such necessary skills as assertiveness, decision making, job-hunting techniques, and resume writing.

The Career Connection is a network of alumnae working in many fields, who help students discover career interests through internships and "shadowing" experiences arranged with the assistance of the Career Planning Office.

Permanent credential files for graduates are maintained in the Office of Career Planning and pertinent information is forwarded to prospective employers and/or graduate schools for all seniors who register for this service. Students are encouraged to consult the Office of Career Planning early and often.

Health Services

Health services are coordinated by the College Physician, whose staff includes five registered nurses and a part-time OB/GYN nurse practitioner. A psychiatrist serves part-time for preliminary diagnosis and psychiatric consultation and for group discussions with faculty and students. The fee for medical service, which is included in the comprehensive fee, covers office visits and medical attention as well as up to five days confinement in the 10-bed infirmary. A student who is referred to a

medical specialist will be charged the normal fee and billed directly by the specialist.

International Students

The Office of Student Affairs advises the *International Club* and through this club informs foreign students of programs and social activities which may be of particular interest to them. The office helps arrange special holiday and vacation employment and housing for international students. Students who wish to become acquainted with a family in the immediate area may meet host families through the Student Affairs Office.

Residential Life

Room assignments and room changes in the College halls are made and adjusted by the Office of Student Affairs. No student may change her room without proper authorization. The student Resident Advisers, who live in each residence hall, and the professional Resident Coordinators report to the Office of Student Affairs. They provide assistance to students in resolving problems or obtaining necessary information.

Programs

The Student Affairs Office coordinates programming in noncredit activities, such as first aid, bicycling, ballet, auto repair, and bridge. The office also schedules off-campus events, including trips to Washington, D.C., Richmond, or Williamsburg to see plays, dance performances, art exhibitions, and historical museums. Other programs deal with such topics as women's rights, human sexuality, and alcohol abuse. "Friday Night Alive" is a monthly series of exciting contemporary shows. In conjunction with the *Social Committee*, the Office of Student Affairs also assists in the promotion of a variety of social events, including formal dances, mixers, faculty-student wine and cheese parties, visits by musical groups from Yale, V.M.I., Princeton, Washington and Lee, and Hampden-Sydney, weekly films, and backgammon tournaments.

Outdoor Program

SWEBOP (the Sweet Briar Outdoor Program), sponsored by the Office of Student Affairs, offers a popular series of outdoor programs that range from backpacking on the Appalachian Trail, to white-water canoeing, tubing on the James River, spelunking in nearby caves, rock-climbing, and bike-riding. Some of the activities are jointly sponsored with neighboring men's or women's colleges.

Student Development

The Office of Student Affairs has established a number of individual and group activities to assist in the student's personal growth, including leadership training; a human potential seminar, and decision-making, time-management, problem-solving, confrontation, values-clarification, or stress workshops. The Student Affairs staff also conduct study-skills workshops and provide general training in programming and in conducting judicial hearings.



Class of 1983

DEGREES CONFERRED MAY 1983

Mary Ann Albright, *New York, New York*

Sarah Archibald, *Rumson, New Jersey*

Sarah Garland Babcock, *San Marino, California*, summa cum laude, Distinction on Mathematics-Economics Comprehensive

Miriam Tevis Baker, *Birmingham, Alabama*

Rexanne Baker, *Marietta, Georgia*

Carol Victoria Barlow, *Niceville, Florida*

Katherine Carolyn Barrett, *Richmond, Virginia*

Amanda An Beauchemin, *Beacon Falls, Connecticut*, magna cum laude

Mason Fortune Bennett, *Lexington, Kentucky*

Eleanor Broderick Bibb, *Wichita Falls, Texas*

Ann Elizabeth Birkhead, *Gauley Bridge, West Virginia*

Désirée Michelle Bouchat, *Millburn, New Jersey*

Amy Linda Boyce, *Keedysville, Maryland*, magna cum laude, Honors in American Studies

Melissa Anne Byrne, *Toronto, Ontario, Canada*

Catherine Lynn Campbell, *Monroe, Virginia*

Rebecca Mary Campbell, *Douglaston, New York*

Paula Alice Campredon, *Reynoldsburg, Ohio*

Sharon Yvonne Carter, *Lynchburg, Virginia*

Cary Elizabeth Cathcart, *Lincoln, Nebraska*

Ellen Byrne Chaney, *Roanoke, Virginia*

Anne Wendell Chapin, *Ruxton, Maryland*

Lucy Armistead Chapman, *Pittsford, New York*

Claire Marie Cieszko, *Franklin Lakes, New Jersey*

Elizabeth Blair Clark, *Norfolk, Virginia*, magna cum laude

Virginia Brooks Claus, *Wellesley, Massachusetts*

Mary Rebecca Coggin, *Warsaw, Virginia*

Melissa Seline Cope, *Mobile, Alabama*, cum laude

Mary Leigh Cox, *Columbus, Mississippi*

Nancy Fox Cunningham, *Roanoke, Virginia*

Alice Ida Cutting, *Warrenton, Virginia*

Hannah Logan Davis, *Lexington, Kentucky*

Diane Eleanor Dawley, *Mountain Lakes, New Jersey*

Pamela Grace Dickens, *Falls Church, Virginia*, magna cum laude, Distinction on International Affairs Comprehensive

Jennifer Anyce Ditter, *Wayzata, Minnesota*

Diana Ren Duffy, *Virginia Beach, Virginia*, cum laude

Elizabeth Stockwell Dykes, *Atlanta, Georgia*

Sarah Ward Edmunds, *Lexington, Virginia*, magna cum laude

Margaret Aderholt Enochs, *Hopewell, Virginia*, High Honors in Biology

Stephanie Jane Frantz, *Pine Grove, Pennsylvania*, magna cum laude

Tracy Lynn Gatewood, *Tuscaloosa, Alabama*, Distinction on Political Economy Comprehensive

Suzanne Camilla Gay, *Darien, Connecticut*

Katherine Artley Gibson, *Larchmont, New York*

Ellen Clare Gillespie, *Bethesda, Maryland*

Elizabeth Anne Glenn, *Lexington, Kentucky*, summa cum laude, Distinction on Economics Comprehensive

Ann Martin Goldmann, *Fort Worth, Texas*

Angelia Chaney Goodwin, *Richmond, Virginia*

Melodie Lynn Goodwin, *Laurinburg, North Carolina*

Priscilla Richardson Grant, *Norwich, Vermont*

Katherine Brougher Grosvenor, *Memphis, Tennessee*

Carol Jean Hadley, *Bronxville, New York*

Carolyn Rutherford Hall, *Atmore, Alabama*, magna cum laude, Distinction on Chemistry Comprehensive

Grayson Lauck Harris, *Newport News, Virginia*, magna cum laude, Distinction on Art History and French

Comprehensives

Virginia Barry Harsh, *Arlington, Virginia*

Melissa Seay Harshaw, *Oakton, Virginia*

Linda Baeder Hauptfuhrer, *Wynnewood, Pennsylvania*

Donna June Hedrick, *Madison Heights, Virginia*

Ethel Ann Holladay, *Pell City, Alabama*, Distinction on Political Economy

Comprehensive

Kimberly Roux Howell, *Savannah, Georgia*

Susan Hughes Huffman, *Arrington, Virginia*, cum laude

Elizabeth Anne Huggins, *Danville, Virginia*

Mary Pope Maybank Hutson, *Arden, North Carolina*

Suzanne Boyd Ireland, *Lexington, Kentucky*, Distinction on Government Comprehensive

Wylie McCullough Jameson, *Rochester, New York*, cum laude

Susan Carter Jefferson, *Lynchburg, Virginia*

Sharon Kaye Johnson, *Boonsboro, Maryland*

Valerie Lynn Johnson, *Chicago, Illinois*

Karen Dow Kerlin, *Potomac, Maryland*

- Carolyn Jeanette Kimbrough, *Columbia, South Carolina*
Emily Duncan Kitchel, *Nashville, Tennessee*
Janet Louise Kroh, *Baltimore, Maryland*
How Kum Kuan, *Ipoh Perak, Malaysia*, summa cum laude, Distinction on Mathematics-Computer Science Comprehensive
Ruth Darnley Lewin, *Edgartown, Massachusetts*
Jeanne Helen Elizabeth Lewis, *West Hartford, Connecticut*
Amie Warren Lisner, *Short Hills, New Jersey*
Anne Clarke Little, *Greensboro, North Carolina*
Patricia Ann Littleton, *North Palm Beach, Florida*
Toni Anne Luposello, *Croton-on-Hudson, New York*
Lee Anne MacKenzie, *Nashville, Tennessee*
Leslie Stow Malone, *Brussels, Belgium*
Joan Marie McGettigan, *Wilton, Connecticut*
Ellen Anne McKneally, *Decatur, Georgia*
Catherine Johnston McNider, *Lynchburg, Virginia*
Michelle Mitchell McSwain, *Memphis, Tennessee*
Myra Jean Merritt, *Lynch Station, Virginia*
Laura Mixon, *Gainesville, Georgia*, cum laude
Laura Southerland Murphy, *Virginia Beach, Virginia*
Bridget O'Reilly, *Evergreen, Colorado*, magna cum laude
Barbara Rose Page, *Piney River, Virginia*, Distinction on Music in Culture Comprehensive
Camilla Beatrice Parker, *San Antonio, Texas*
Polly Jane Parker, *Aurora, Ohio*
Nina Pastuhov, *Harvard, Massachusetts*, magna cum laude, Distinction on International Affairs Comprehensive
Sharon Yvonne Patton, *Amherst, Virginia*, magna cum laude, Distinction on Music Comprehensive
Barbara Congdon Paulson, *Lincoln, Nebraska*
Elizabeth Adair Pierpoint, *Cristobal, Republic de Panama*
Deirdre Alexandra Platt, *Mery Sur Olse, France*, summa cum laude, High Honors in Human Ecology, Distinction on Human Ecology Comprehensive
Barbara Jane Pratt, *Laughlinton, Pennsylvania*
Margaret Suber Price, *Stroudsburg, Pennsylvania*
Melissa Jo Pruyne, *Verona, New Jersey*
Karen Ilene Pyne, *Germantown, Tennessee*
Elena Quevedo, *Miami, Florida*
Marylew Hughes Redd, *Boca Raton, Florida*
Heather Knorr Riegel, *New York, New York*
Martha Ann Riggs, *Huntington, West Virginia*
Helen Therese Robinson, *Mobile, Alabama*, cum laude, Distinction on Studio Art Comprehensive
Katherine Holt Robison, *Greensboro, North Carolina*, cum laude
Lisa Marie Rogness, *Golden Valley, Minnesota*, magna cum laude
Christina Louise Rubino, *Newhall, California*, cum laude
Samar Samih Talaat Saifi, *Amman, Jordan*
Madhu Mita Sanyal, *Calcutta, India*, cum laude
Ana Barbara Serrano, *Richmond, Virginia*
Patricia Lorraine Sheehy, *Cincinnati, Ohio*
Cynthia Stafford Shirley, *Lynn Haven, Florida*
Sandra Marie Shuhy, *Port Chester, New York*
Jennifer Tracey Smith, *Wilmington, Delaware*
Julia Brooke Snodgrass, *Virginia Beach, Virginia*
Lea Alison Sparks, *Houston, Texas*
Lucie Howard Stephens, *Chattanooga, Tennessee*
Sarah Williams Sutton, *Pittsford, New York*, cum laude
Elizabeth Lynn Taylor, *Southern Pines, North Carolina*, cum laude, Honors in English
Elizabeth Jane Alene Terzian, *Haverford, Pennsylvania*
Tracy Cannon Tretiak, *St. Louis, Missouri*
Suzanne O'Neill Turner, *Newburg, Maryland*
Janet Taylor Wade, *Piney River, Virginia*, magna cum laude
Mary Warren Ware, *Richmond, Virginia*, cum laude, Distinction on Studio Art Comprehensive
Mary Brown Watt, *Warton, Maryland*
Pamela Susan Weekes, *Huntington, New York*
Eleanor Jane Wells, *Montevideo, Uruguay, South America*
Diane Patee White, *Norfolk, Virginia*
Jane Byrd Wiley, *Wayne, Pennsylvania*
Barbara Jewett Winn, *Columbus, Georgia*
Joan Elise Wright, *Miami, Florida*
Leslie Anne Wright, *Dallas, Texas*
Gretchen Fawne Wulster, *Tuxedo Park, New York*

Honors Awarded, 1982-83

PHI BETA KAPPA

Class of 1983

Sarah Garland Babcock
Amanda Ann Beauchemin
Amy Linda Boyce
Elizabeth Blair Clark
Pamela Grace Dickens
Sarah Ward Edmunds
Stephanie Jane Frantz
Elizabeth Anne Glenn
Carolyn Rutherford Hall
Grayson Lauck Harris
How Kum Kuan
Bridget O'Reilly
Nina Pastuhov
Deirdre Alexandra Platt
Helen Therese Robinson
Lisa Marie Rogness
Janet Taylor Wade
Mary Warren Ware

Class of 1984

Susan Lynne Dickinson
Cathy Christian Kenton
Lai Yee Kwong

HONOR AWARDS

Emilie Watts McVea Scholar

How Kum Kuan, 1983
Cathy Christian Kenton, 1984
Rebecca Atha, 1985
Patricia Glick, 1986

Connie M. Guion Award

Lisa Marie Rogness, 1983

Penelope Czarra Award

Elizabeth Anne Glenn, 1983

Alumna Daughter Scholarship

Elizabeth Spotswood Burwell, 1984

Mary Kendrick Benedict Scholarship

Susan Lynne Dickinson, 1984

Manson Memorial Alumnae Scholarship

Wendy Catharine Birtcher, 1984

Lawrence Nelson Award

Helen Therese Robinson, 1983

Everingham Rickards and Captain Garrett V. S. Rickards Memorial Scholarship

Ann Parnly Toxey, 1986
Carol Anne Dickson, 1986

Martha von Briesen Prize in Photography

Eleanor Jane Wells, 1983

Wall Street Journal Student Achievement Award

Elizabeth Anne Glenn, 1983

Leigh Woolverton Prize for Excellence in the Visual Arts

Mary Warren Ware, 1983
Helen Therese Robinson, 1983

Juliet Halliburton Burnett Davis Scholarship

Karen Brase Goodspeed, 1984

Jean Besselièvre Boley Prize

Joy Lynn Reynolds, 1984
Peggy Lee Castle, 1986

L'Alliance Francaise de Lynchburg Award

Grayson Lauck Harris, 1983

Capron Award

Grayson Lauck Harris, 1983
Ann Martin Goldmann, 1983

Helen K. Mull Psychology Scholarship

Sharon Yvonne Carter, 1983

Shakespeare Prize

Mallihai Mary Lawrence, 1985



FRESHMAN HONORS

Class of 1986

Christina Anne Babcock
Blaire Boniface
Barbara Humphrey Brasted
Shelby Diane Burns
Sallie Ann Carrington
Jennifer L. Carter
Carolyn Allen Christie
Jennifer W. C. Cooper
Carol Anne Dickson
Elizabeth Regina Doyle
Susan Elizabeth Drez
Elizabeth Lynn Fulghum
Donna Maureen Gayle
Patricia Susan Glick
Jennifer Green
Melissa Jo Halstead
Colleen Ann Handte
Eve Lynne Hill
Helen Greer Jarvis
Patricia Hyunshik Kim
Lailan Mary King
Christine Gordon Kirkpatrick
Cathryn Noel Lowrey
Comber Ruth McHugh
Katherine Elizabeth
McKelway
Mary Beth Miller
Lori Dawn Morris
Annika Marie Elisabeth
Olsson
Nancy Anne Palermo
Elizabeth Carol Richeson
Lisa Leigh Ringler
Susan Linley Smith
Roberta Sue Stewardson
Anne Parmly Toxey
Beth Ann Trapold
Julie Kathyleen Weyand
Jesse Ann White
Leigh Ann White

JUNIOR HONORS

Class of 1984

Anna Petra Cecilia Albin
Kristin Birgitta Bryan
Elisabeth Spotswood Burwell
Gertrude Gail Collins
Susan Lynne Dickinson
Ann-Marie Celeste Gorman
Rosemarie Hermann
Lee Hubbard
Cathy Christian Kenton
Marguerite Susan Kramer

Lai Yee Kwong
Virginia Dorsey Lynch
Kathleen Marie Papadimitriou
Elisabeth Dee Rodgers
Kendyll Lee Sievers
Sloane Joiner Yeadon
Kathryn Elizabeth Yeager

SWEET BRIAR SCHOLARS

Class of 1983

Mary Abrams
Sarah Garland Babcock
Amanda Ann Beauchemin
Elizabeth Blair Clark
Sarah Ward Edmunds
Stephanie Jane Frantz
Elizabeth Anne Glenn
Carolyn Rutherford Hall
Grayson Lauck Harris
How Kum Kuan
Bridget O'Reilly
Deirdre Alexandra Platt
Janet Taylor Wade

Class of 1984

Susan Lynne Dickinson
Rosemarie Hermann
Katherine Margaret Hoffner

Lee Hubbard
Cathy Christian Kenton
Marguerite Susan Kramer
Lai Yee Kwong
Sloane Joiner Yeadon
Kathryn Elizabeth Yeager

Class of 1985

Karin Lynn Balling
Sharon Elizabeth Booth
Kama Boswell
Sharon Lynn Guenther
Mallihai Mary Lawrence
Susan Richmond Leonard
Gale Susan Oertli
Marguerite Ann Robbins
Cecily Venable Schulz
Elinor Hope Warner
Lavonia Fore Wright
Linda Anne Yeager

Class of 1986

Robyn Lee Bailey
Karole Lee Boggs
Susan Elizabeth Drez
Melissa Jo Halstead
Eve Lynne Hill
Karen Ann diLorenzo
Mary Beth Miller
Stephanie Lynne Pesakoff
Beth Ann Trapold
Leigh Ann White



Students Not in Residence

FALL TERM 1983

BONN, GERMANY

Clark University

Katherine Margaret Hoffner, 1984

DALLAS, TEXAS

Southern Methodist

Univeristy

Kama Boswell, 1985

LEXINGTON, VIRGINIA

Washington &

Lee University

Karen Leigh Huskey, 1984
Anne Seymour Dalzell, 1984

LONDON, ENGLAND

Hollins Abroad Program

Patricia Ellen Baird, 1985
Allison Adams Clark, 1985
Mary Bryan Godfrey, 1985
Laura Vaughan Morrisette, 1985
Jill Lynn Redpath, 1985

Marymount College Program

Dorothea Patricia Kraeger, 1985

Leigh Foster Watkins, 1985

Syracuse University

Lisa Conde Fondeur, 1985

PARIS, FRANCE

Hollins Abroad Program

Jean Andrea Guthans, 1985
Elizabeth Perry Liles, 1985

ST. LOUIS, MISSOURI

Washington University

Gale Susan Oertli, 1985

WASHINGTON, D.C.

American University

Michelle Lynne Bobela, 1985

ACADEMIC YEAR 1983-84

BALTIMORE, MARYLAND

Johns Hopkins University

Comber Ruth McHugh, 1986

BOSTON, MASSACHUSETTS

Harvard University

Mary Penniman Bliss, 1985

Simmons College

Susannah Elizabeth Scagel, 1985

University of Massachusetts

Lesly Astelle Allen, 1985

CHARLOTTESVILLE, VIRGINIA

University of Virginia

Margaret Jane Stancill, 1985

CONSTANCE, GERMANY

Rutgers Junior Year Abroad

Elizabeth Robina Morriss, 1985

DALLAS, TEXAS

Southern Methodist

University

Lailan Mary King, 1986

Texas Woman's University

Eugenia Lewis Lagrone, 1985

FARMVILLE, VIRGINIA

Longwood College

Elizabeth Carter Tweedy, 1985

FLORENCE, ITALY

Dickinson College

Barbara Biggam Fountain, 1985

Syracuse University

Mitzi Lynn Morgan, 1985

LONDON, ENGLAND

Marymount College Program

Nancy Neva Finley, 1985

MARBURG, GERMANY

Millersville College

Maura Hill Horodyski, 1985

NORFOLK, VIRGINIA

Old Dominion University

Chantal Claire Pirrone, 1985

OAKLAND, CALIFORNIA

Mills College

Therese Anne Emily Drnec, 1984

PARIS, FRANCE

Sweet Briar Junior Year in France

Julie Lynn Allen, 1985
Rebecca Jean Atha, 1985
Suzanne Willingham Branch, 1985

Ellen Reed Carver, 1985

Sarah Farrow Geer, 1985

Claire Virginia Pfister, 1985

Cecily Venable Schulz, 1985

Julie Dee Shields, 1985

POUGHKEEPSIE,

NEW YORK

Vassar College

Donna Sylvia Prommas, 1986

SEVILLE, SPAIN

Southern Methodist

University

Laura Carol Groppe, 1985

University of North Carolina

Carmen Kristina Penelli, 1985

Lisa Ann Sproha, 1985

SCOTLAND

St. Andrews University

Lenetta Marie Archard, 1985
Azalea Renata Leckszas, 1985
Laurie Anne Limpitlaw, 1985
Linda Anne Yeager, 1985

ST. PETERSBURG, FLORIDA

Eckerd College

Evelyn Dorothy Guillian, 1985

SWITZERLAND

Smith College

Colleen Ann Kristen Handte, 1986

TALLAHASSEE, FLORIDA

Florida State University

Karin Richelle Hayes, 1986

TUSCALOOSA, ALABAMA

University of Alabama

Rosalie Haxall Noland Gambrill, 1985

UNIVERSITY PARK,

PENNSYLVANIA

Pennsylvania State

University

Cathleen Mary Guinan, 1986

WASHINGTON, D.C.

George Washington

University

Fiorella Pia Paternostro, 1985

Jennifer Valerie Campbell, 1985

WILLIAMSBURG, VIRGINIA

William and Mary College

Wendy Carolyn Neuman, 1986

WINTER PARK, FLORIDA

Rollins College

Victoria Lee Verbit, 1986

SPRING TERM 1984

BOSTON, MASSACHUSETTS

Boston University

Patricia Ellen Baird, 1985

LONDON, ENGLAND

Hollins Abroad Program

Lisa Conde Fondeur, 1985

PARIS, FRANCE

Hollins Abroad Program

Martha Shorter Lanier, 1985

SEVILLE, SPAIN

Brooklyn College

Michelle Lynne Bobela, 1985
Kama Boswell, 1985

Geographic Distribution

ENROLLMENT SUMMARY 1982-83

Central

Illinois	8
Indiana	3
Iowa	3
Kansas	1
Michigan	4
Minnesota	2
Missouri	9
Nebraska	3
Ohio	13
Oklahoma	3
West Virginia	5
Wisconsin	3

57

South

Alabama	24
Arkansas	2
Florida	33
Georgia	29
Kentucky	8
Louisiana	8
Mississippi	8
North Carolina	32
South Carolina	17
Tennessee	18
Texas	31
Virginia	182

392

Northeast

Connecticut	27
Delaware	6
Washington, D.C.	6
Maine	4
Maryland	42
Massachusetts	22
New Hampshire	5
New Jersey	43
New York	52
Pennsylvania	49
Rhode Island	3

259

West

Arizona	1
California	13
Colorado	7
Hawaii	3
Montana	1
Washington	3
Wyoming	1

29

Other Countries

Bahrain	1
Brazil	1
Denmark	1
England	2
France	4
India	1
Jordan	2

Korea	1
Kuwait	1
Lebanon	1
Malaysia	2
The Netherlands	1
Panama	2
Peru	2
Portugal	1
Puerto Rico	1
Singapore	1
Sri Lanka	2
Sweden	1
Uruguay, S.A.	1

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Enrollment Summary

Seniors	139
Juniors	134
Sophomores	174
Freshmen	253
Visiting	6
Unclassified	1
Part-time students	28
In residence	735
Students not in residence	31
	766



Directors and Overseers

BOARD OF DIRECTORS

Sweet Briar Institute was incorporated as a non-stock corporation by Act of the General Assembly of Virginia approved February 9, 1901. The affairs of the College are managed by a self-perpetuating Board of Directors consisting of seven members elected annually at the spring meeting of the board.

Directors 1983-84

Victor W. Henningsen, Jr., B.A.

Chairman

Pelham Manor, New York

Dale Hutter Harris, J.D.

Vice Chairman

Lynchburg, Virginia

Jane Roseberry Ewald Tolleson, A.B.

Secretary

Charlottesville, Virginia

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Established in May 1927, the Board of Overseers is composed of the seven Directors, the president of the College, and additional members elected by the Directors for four-year terms. At least four of the Overseers must be alumnae of the College; two other alumnae members are chosen from successive graduating classes, one per class, to serve for three-year terms. Members may serve for two consecutive terms.

The Chairman of the Board and the president of the College are *ex-officio* members of all committees of the Board of Overseers.

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Alumnae Association

Sweet Briar has a very active Alumnae Association which supports the interests of the College and its students and faculty.

Alumnae are represented on the Sweet Briar College Board of Overseers by the president of the Alumnae Association, who is an *ex-officio* member of the Board, and four alumnae members, who are nominated by the Association.

The policies and programs of the Alumnae Association are determined by an executive board, comprised of officers, regional chairmen, chairmen of standing committees, members-at-large, and the alumnae members of the Board of Overseers. The Association, in cooperation with the College, maintains the Alumnae Office at Sweet Briar and is represented there by the Director of the Alumnae Association.

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ALUMNAE CLUBS

Alumnae Clubs, located in cities throughout the country, have not only a social function but support the College in many ways, providing funds for scholarships, informing prospective students about the College, and involving alumnae with College programs and concerns. Clubs and individual alumnae participate in the Friends of Art and the Friends of the Library at Sweet Briar. Most clubs celebrate Sweet Briar Day once a year, usually in December.

Sweet Briar alumnae clubs are located in the areas listed. Names and addresses of club presidents may be obtained from the Alumnae Office at Sweet Briar. In addition, Key Alumnae are located in 45 areas where there are no clubs.

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 Austin, Texas
 Baltimore, Maryland
 Birmingham, Alabama
 Boston, Massachusetts
 Capital Area, Louisiana
 Charlotte, North Carolina
 Chicago, Illinois
 Cincinnati, Ohio
 Cleveland, Ohio
 Columbia, South Carolina
 Dallas, Texas
 Denver, Colorado
 Detroit, Michigan
 Fairfield County, Connecticut
 Greensboro, North Carolina
 Greenville, South Carolina
 Houston, Texas
 Hunt Country, Virginia
 Huntsville, Alabama
 Indianapolis, Indiana
 Jacksonville, Florida
 Louisville, Kentucky
 Lynchburg, Virginia
 Miami, Florida
 Montgomery, Alabama
 Nashville, Tennessee
 New Orleans, Louisiana
 New York, New York

Northern New Jersey
 Peninsula of Virginia
 Philadelphia, Pennsylvania
 Phoenix, Arizona
 Pittsburgh, Pennsylvania
 Princeton, New Jersey
 Richmond, Virginia
 Roanoke Area, Virginia
 Rochester, New York
 San Antonio, Texas
 San Diego, California
 San Francisco Bay Area, California
 Savannah, Georgia
 Seattle, Washington
 Southern California
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